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ABSTRACT

This study examined "participatory" approaches to the conduct of educational research, development, dissemination, and implementation (RDD&I) programs within the Far West Laboratory. Approaches that are "participatory" involve the participation of educational practitioners in the program. Various types of participation were investigated to discover how those affected by the research actually participated in ongoing research. Findings indicate that the definition of participation varies in each project and the perception of participation is important. Participation in the twenty-one programs that were investigated for this study is summarized and described from the project director's and the educational practitioner's point of view. (Author/CJ)

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# A STUDY OF PARTICIPATORY RESEARCH, DEVELOPMENT, DISSEMINATION AND IMPLEMENTATION

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**J. Ronald Lally**
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# A Study of Participatory Research, Development, Dissemination and Implementation

Final Report

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June 1980

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# PREFACE

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## ABSTRACT

### A Study of Participatory Field Based Research, Development, Dissemination, and Implementation

The project examined "participatory" approaches (i.e., those approaches that use teachers and others as active participants) to the conduct of educational research, development, dissemination and implementation (RDD&I) across programs within the Far West Laboratory.

This project attempted to discover how those affected by research actually participated in ongoing research. Various types of participation were looked at - decision making, data collection, advisory council membership, pre-program planning, problem definition, etc. Interviews with project directors and project participants in all the twenty-one programs at the Far West Laboratory of a participatory nature have uncovered a number of interesting findings.

1) Definitions of participation in RDD&I work vary from project to project and from person to person; therefore, Participatory RDD&I has no agreed-upon meaning. [By the end of data analysis of this one-year study, various definitions of Participatory RDD&I were generated and lists of ways school personnel and others can participate in various phases of the research, dissemination and implementation process were reported.]

2) The hypothesis that participation in a project will facilitate the expected outcomes of the project was found to be too general a hypothesis to test.

3) Perceived participation is important. Differences in perceptions about participation seem to have an impact on actual participation. [Some people feel they are not participating in research unless they are part of

the decision-making team that decides the type of research that will take place, the questions that will be asked and the tools that will be used to conduct the research. Others feel just to be asked what problems they face in the classroom is participation in research.]

4) Practitioners seem to endorse more enthusiastically the notion of participation than do project directors.

5) The literature surveyed overwhelmingly supports the notion of practitioner participation in RDD&I.

6) A successful climate for participatory research is based on the intention and skills of the change agent; the institutional guidelines, inclinations and habits of the host institutions; and the interest of the practitioners.

# CHAPTER ONE

# INTRODUCTION

This Study of Participatory Research, Development, Dissemination and Implementation (RDD&I) was a one-year analysis of participatory literature and twenty-one RDD&I projects at the Far West Laboratory for Educational Research and Development (FWL). All Principal Investigators (P.I.s) at FWL were surveyed to find those projects in which educational practitioners participated in project work. All projects identified as participatory in nature were included in this study.

An extensive literature search of practitioner participation both in educational and other settings was conducted before any data was collected from projects. This literature was extensively analyzed; the review and analysis are found in Chapter Three of this report. As a result of this review and analysis an initial conceptual frame for the study was built.

It was decided that this frame for the participatory study would be given added strength and more specificity if preliminary information about participation could be gathered. A pilot study site was selected at an elementary pilot school that had an FWL project in process. Interviews were held with the school principal, the Principal Investigator, and an FWL project staff member who worked on-site at the school. The question that provided the focus for each of these interviews was "What factors inhibit or reinforce participatory involvement?" Information collected in the pilot study reinforced some of the notions uncovered in the literature search and drew attention to the importance of the quality and character of the relationships between the FWL project (its leadership, staff and purpose) and the host institution in the community (its leadership, staff and purpose). It became apparent from the results at the pilot site that participation might falter or flourish because of a variety of variables that clustered into four general categories:

1. Change agent behavior (leadership) in the FWL project and school or host institution
2. Preconcepts, attitudes, beliefs, values and knowledge of participation held by the project and the school or host institution staff and leadership
3. The structural elements of the project and the school or host institution
4. The character and quality of the working relationship between the FWL project and the school or host institution

The major work of the study was to obtain information from the RDD&I projects underway at FWL regarding the four general categories and the ways practitioners have participated; the effect participation had on programs and the effect participation had on participants. This information was collected by interviewing educational practitioners and PIs who participated in the projects. The information from those sources was compiled and ordered so that various participatory approaches, components, definitions and support mechanisms could be uncovered and reported.

The work of Chapters Five, Six and Seven of this report is seen by the authors as groundwork for future study and suggested points of discussion for people planning to implement or evaluate a participatory RDD&I project. It is hoped that the complexity of participatory RDD&I will become more apparent after reading this work and that definitions of terms including the term "participatory" will become a serious first step in any future participatory action.

# CHAPTER TWO

## PROCEDURES OF THE STUDY

Before designing the study of practitioner participation, an extensive review of the literature on practitioner participation was conducted. This library research focused on participatory research and particularly on studies of participatory decision making. (A summary, review, analysis and interpretation of this library research is presented in Chapter Three.)

Interviews were held with Paul Christensen, Paul Hood and William Tikunoff at the Far West Laboratory. These men formed the Laboratory's Internal Review Group for the Participatory Study. Their thoughts guided the development of concepts for the study and helped to extend the scope of the literature search.

After sharing the results of the literature search with Dr. John Hemphill and Dr. Betty Ward, the Director and Deputy Director of the Far West Laboratory, the scope of work planned for the Participatory Study was expanded. The study's definition of "participation" was broadened to include any and all types of practitioner participation in RDD&I activities. The study was planned to uncover the various forms of practitioner participation that exist in RDD&I projects; delineate the individual and organizational structures and forces that encourage, maintain or inhibit practitioner participation; and assess the perceived impact of participation on the project and practitioner.

Twenty-one projects at the Far West Laboratory were originally identified as having some form of practitioner participation. Table 1 contains the names of those projects.

Table 1: Participatory RDD&I Projects
at Far West Laboratory

- o Critical Television Viewing Skills Curriculum Project
- o Teacher Corps Dissemination Project
- o Research and Development Exchange ($RD_x$)
- o ED Materials/Support Center
- o Continuing Education Technical Assistance Center
- o Teacher Development and Academic Learning Time
- o Class Size and Instruction Project
- *o Region IX Adult Education Staff Development Consortium
- o Learning Coordination Project
- o The Responsive Education Program
- o Experience-Based Career Education Developer/Demonstrator Project
- o Women's Educational Equity Proposal Development Project
- o Women's Educational Equity Communications Network
- o Teachers' Centers Exchange
- o Educational Dissemination Studies Program
- o Experience-Based Career Education
- o Project Equity Sex Desegregation Assistance Center for Region IX
- o The Linking Consortium
- o Interactive Research and Development on Teaching Project
- *o Work Values Project
- *o The National Rural Career Guidance Communication Network

*See missing data section of this chapter

Two sets of interviews provided data for the study. First the Principal Investigators of each project were interviewed. Then selected practitioners in each project were questioned.

A tentative interview questionnaire for Principal Investigators was designed. The items on the questionnaire were drawn to a great extent from concepts uncovered in the review of the literature.

The interview questionnaire was then field tested and revised. The final version of the interview for Principal Investigators consisted of twenty-one questions designed to shed light on the following areas:

1. The scope and form of individual practitioner influence/participation.

2. The scope and form of group practitioner influence/participation.

3. The relation of the project's organizational and structural characteristics to practitioner's influence/participation.

4. Motivational dimensions of influence/participation.

5. Principal Investigator's perceptions of the value of participatory RDD&I.

The twenty-one question instrument created for use in interviews with each Principal Investigator follows in Figure 1.

Figure 1

### Practitioner Influence/Participation Questionnaire

1. In your opinion, what is the purpose of participatory RDD&I? What are its advantages and disadvantages?

2. Do practitioners exercise group influence/participation upon the program/project? How often and in what ways do they do this?

3. Are practitioners invited and encouraged to attend administrative and/or other program/project meetings where program/project goals and ways to achieve them are discussed? If so, what do they do when they are there?

4. Does the program/project have a formal practitioner advisory council? If so, what powers does the council have? What does it do? How often does it meet?

5. What demographic characteristics describe the practitioners in the program/project who exercise group influence/participation on a regular basis?

6. Do practitioners exercise individual influence/participation upon the program/project? If so, how do they exercise this involvement? What percent of practitioners in the program/project exercise individual influence/participation on a regular basis?

7. What demographic characteristics describe individuals who exercise individual influence/participation?

8. In what ways do individual practitioners contribute to the development of the program/project beyond the average or normal expectation for their involvement? What percent of practitioners involve themselves in extraordinary ways? Are incentives or rewards given to individual practitioners for their involvement? If so, what are the incentives and rewards?

Figure 1 continued

9. What are the demographic characteristics of program/project staff and practitioners? (Race, ethnic/cultural identity, age, language spoken, social class and sex).

10. Have there been any effects upon the program/project that were the results of individual or group practitioners' participation/influence (i.e., changes in policy, procedures, focus, cost outcomes, etc.)? If so, briefly describe: 1) the changes that took place and 2) how the practitioner influence, that caused the change was manifested.

11. Have there been any effects upon the program/project that were the result of extraordinary practitioner involvement? If so, briefly describe: 1) what the changes were and 2) what practitioner involvement (behavior) was responsible for causing the change?

12. In which component area(s) within the program/project has practitioner influence/participation been most evident? Least evident?

13. What would you say have been the factors responsible for encouraging, motivating and sustaining practitioner influence and/or participation? What factors were: 1) informal, 2) formal or structural, 3) associated with leadership attitudes and behavior, and 4) associated with staff attitudes and behavior? Be specific.

14. What do you think practitioners believe motivated or hindered them in exercising their influence/participation in the program/project? What do you think they believe sustains their influence/participation?

15. What changes in program/project policy or procedures, if any, were made by the program/project staff or administration that motivated, sustained, or retarded 1) individual and 2) group practitioner interest, participation/influence? By Far West Laboratory?

16. Do you believe that the working relationship between Far West Laboratory and the program/project has had any effects upon practitioners' influence or participation in the program/project? If so what effect has there been and what have been the significant factors within the relationship that have had an effect?

17. Do you believe that Far West Laboratory staff has been on-site and sufficiently available to the program/project to insure smooth and efficient program/project operations?

18. What knowledge/experience, if any, with practitioner influence/participation did the program/project staff and administration have before the beginning of the current program/project?

Figure 1 continued

19. What feelings (attitudes, beliefs and values) regarding practitioner influence/participation did you and your staff have before the beginning of the current program/project?

20. In the course of the program/project's history, has anything (event, passage of time, staff change, circumstance, etc.) influenced (positively or negatively) the degree and/or type of practitioner participation? Be specific.

21. As Director, what risks, problems, costs, barriers or constraints have impinged upon the program/project as a result of practitioner participation? What were the impinging factors? When did they occur? How were they handled, sustained or resolved?

The above instrument was administered in individual face-to-face interviews with each Principal Investigator. Handwritten notes were taken of the Principal Investigator's responses to the questions. These notes were typed and returned to the Principal Investigator for review and correction. The modifications made by each Principal Investigator were incorporated and typed into the final interview protocol. The first stage of data collection was thus completed.

The second stage of data collection was to interview practitioners in each project.

A list of tentative questions was developed and submitted to the members of the Far West Laboratory's Review Panel. The panel thought that the proposed questions were not appropriate because they asked the practitioner to make evaluative judgments about participation. The panel suggested that the questions would be of greater value to the participatory study if they were descriptive, rather than evaluative. The Review Panel also felt that the Principal Investigators of the projects studied would not favor interviews that called upon practitioners to evaluate their participatory relationship with the project. Another questionnaire for practitioners was created and pilot tested on a sample of practitioners. Based on this pilot test and discussions with the Project Officer at NIE the seven-question interview instrument in Figure 2 was developed. The Principal Investigators were told the nature of the interview to be conducted and were asked to recommend people who represented the dominant forms of practitioner participation existing in their projects. Each Principal Investigator provided an interview pool of five or six project practitioners. From the list provided by the Principal Investigator, two practitioners per project were chosen and interviewed. All practitioner interviews were conducted by telephone.

Figure 2

Questionnaire for Clients/Practitioners

1. How (in what ways) do you participate in the project? (Both types and amount of participation).

2. What has participation meant to you? How would you define participation?

3. Have you been involved in making decisions about project policies and/or procedures? Also, how were you involved? In what decisions?

4. When during the course of the project did you participate? At what stage did you participate least? Most?

5. What effects, if any, on the project came as a result of your participation? What impact did your participation have?

6. What effect, if any, on yourself came as a result of your participation in the project? (Personal and professional).

7. What have been the factors that have motivated or hindered your participation in the project?

## Analysis

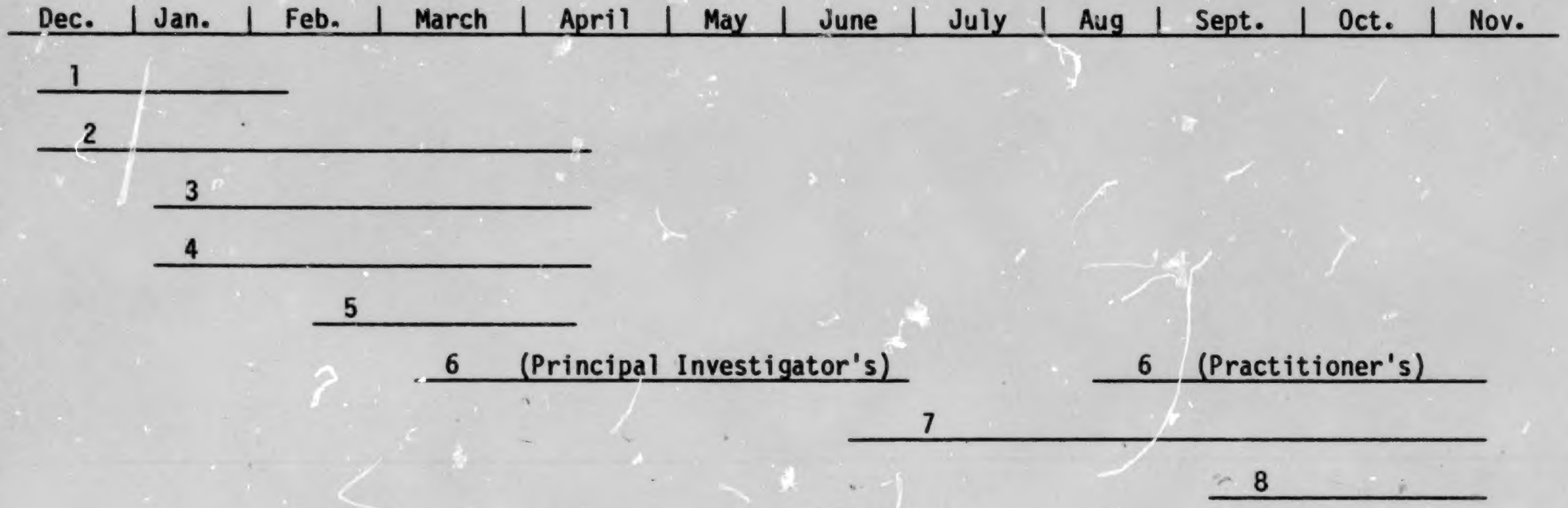
Many approaches to this study were considered. The decisions to use an open-ended form of questioning, an analysis by an ethnographer, and a descriptive rather than an evaluative approach were based on judgments of the complexity of participatory issues and of the imprecise state in which the art of participatory RDD&I finds itself. Most obvious were the need for clear and precise descriptions of various types of participation and the elucidation of the various factors that support or hinder participation.

The analysis and interpretation of the literature is seen as a strong and significant part of this document and is presented as a product of, rather than a review for, this study.

An ethnographic analysis of the interviews of the Principal Investigators and practitioners was designed to probe for descriptive information. The analysis addressed the contrasting views of participation held by Principal Investigators and the various reasons expressed by Principal Investigators for having practitioners participate in projects. The analysis of the data revealed the existence of various structures and orientations that affect participation. The impact practitioner participation had on the project and on the practitioners themselves was also analyzed. A taxonomy of participation was developed from the interview data. Figure 3 contains the time line of activities of the study.

Figure 3

### Study of Participatory, Field-Based RDD&I
### Time Line of Activities



1. Assess existing literature searches in the area of educational participatory decision making
2. Conduct of an original literature search on the specific topic of practitioner participation of RDD&I decisions
3. Assemble and convene the Internal Review Group
4. Develop a plan for collection, reduction and use of data
5. Pilot testing
6. Collect information regarding participatory approaches used in Far West Laboratory program
7. Analyze and interpret data
8. Prepare participatory report

## Missing Data

Two Principal Investigators asked not to have their clients interviewed. The Principal Investigator of the Work Values project stated that he did not believe his project had participatory characteristics and therefore did not think it would be productive to talk to clients. The Principal Investigator of the Region IX Adult Education Staff Development Consortium project stated that because his clients are currently involved in negotiations regarding the renewed funding of his project, he preferred that they not be interviewed.

Only one client in the National Rural Career Guidance Communications Network was interviewed. Attempts to locate a second client in this project were made; however, three people whose names had been given to us by the Principal Investigator could not be located and a fourth had no recollection of ever having participated in the project.

# CHAPTER THREE

# REVIEW AND ANALYSIS OF THE LITERATURE

An extensive library and ERIC computer search was conducted to harvest the literature on participation. The studies searched contained a broad range of variables and dynamics that affect the participatory process. The review of the literature presented in this section reflects the investigative approaches taken by most students of participation. Most studies defined participation to include some aspect of decision making. Many studies focused on the personality characteristics of the individuals involved, organizational structures or situational characteristics. Few studies analyzed the interplay of these elements.

This chapter is divided into five sections each of which reviews and analyzes the dominant themes in the literature on participation: Personality Factors, Decision Making and Participation, Organization and Participatory RDD&I, and Implementation of Participatory RDD&I. A concluding analysis ends the chapter.

## Personality Factors

### Review of Personality Factors Literature

Hollon and Gemmill[1] studied the relationship between high levels of interpersonal trust, perceived job satisfaction, job tension, and participation in decision making. They hypothesized that individuals with a strong orientation toward trusting would express greater participation in decision making, greater job satisfaction and lower job tension than those with a weaker interpersonal trust orientation. Hollon and Gemmill used full-time community college faculty to test their hypothesis. Their data supported the notion that orientation toward interpersonal trust is positively associated with both perceived participation in decision making and job satisfaction and is negatively related to job tension.

Other characteristics of personality are mentioned in the literature on participation. The work of Vroom[2] supported his hypothesis that participation in decision making would have a more positive effect on the attitudes (or satisfaction) and performance (or effectiveness) of subordinates with stronger independence needs and a less positive effect on authoritarian personality types. Since Vroom's work, many investigators have studied the relationship between need for independence and/or authority in participative work relationships and job performance and satisfaction. Abdel-Halim and Rowland[3] have summarized this research. Their summary reveals mixed support for the hypothesized relationship between personality and participation and the effects thereof. Support comes from studies of laboratory experiments using student subjects. No support for the relationship, on the other hand, was found in field studies. Tosi[4] also attempted to replicate Vroom's[2] study and obtained contradictory findings which led him to conclude that "until more evidence is obtained, it is best that personality determinants remain 'hypothesized' with respect to their effects on participation." In reviewing their own research and the research of others, Abdel-Halim and Rowland[3] suggest that since much of the research to date has focused only on two personality characteristics, need for independence and authoritarianism, perhaps other personality dimensions might be equally associated with participation. These researchers suggest that the degree of job structure may also have a moderating effect upon an individual's needs, on the relationship between leadership and motivation, and on job satisfaction. For example, if an individual with a strong need for independence had a relatively nonstructured job, but perceived his superior as centralizing most of the decision-making power, he probably would not be very satisfied with his work or with the supervisor if the latter asked his opinion about certain task - related manners. If, on the other hand, an individual felt that he lacked autonomy because of the nature of the task (i.e., it was highly mechanized or routine), then he might find participation in joint decision making rewarding since this would give him some feeling of importance on his job.

Richard Steers[5] was also interested in the relationship between personality variables and participation. He studied the impact of individual differences by focusing on personality variables and sex differences as they affect the degree of participation allowed subordinates by their supervisors.

In his study of supervisors' personalities, Steers hypothesized that the need for succorance would be strongly and inversely related to participative behavior with subordinates. Need for achievement was positively related to it. In his summary Steers states that both individual and situational factors represent significant influences on participative behavior. However the situation represents a more important influence than individual characteristics.

In an excellent article that provides a meaningful bridge between the situational and individual factors relative to participation, Mohr[6] creates a detailed, multivariate analysis of his findings regarding participation in organizational life. Mohr hypothesized that there exist in the world of work natural, spontaneous variations along the autocratic/democratic dimension of supervisory style. He also states that it should be possible to increase participativeness indirectly by manipulating such contextual factors as job content, organization structure, information, and the fit between people. His findings did not completely support these contentions. However, a detailed analysis of them did reveal several conclusions of interest. First, supervisory behavior is influenced significantly by the affect between supervisor and subordinates. When affect is not a factor; supervisory style is more rational, with participativeness depending on the training of the subordinates and their perceived capacity to contribute constructively. Willingness to allow subordinates to help make decisions depends to some extent on whether or not the supervisor is preoccupied with status and status recognition as well as the supervisor's opinion as to whether the group can contribute constructively or not. Mohr's data revealed that decisions about influence sharing become more "rational" and less subject to affective forces when there is a marked difference in status between the subordinate and his supervisor. When there is no status distance between the two, then personal affect - interpersonal strains and affinities - interfere with the utilitarian conduct of supervision. In other words, psychological distance appears to lead to better role relations and an emphasis on the task. A supervisor who decides about employee participation, positively or negatively, on the basis of a perception of the potential of the group for contributing and the objective qualifications of each employee to do so does so best if psychologically distant from the employee.

Mohr is critical of those organizational theorists who suggest that "power equalization" will produce more participation from employees. Mohr does not believe that participation is guaranteed when the power held by individuals in organizations is made equal. Mohr posits the existence of "zones of authority" - the distribution of unequal but legitimized power, legitimized, that is, from the bottom up. Mohr suggests that when, in fact, power is legitimized, equalization becomes a far less urgent matter. Mohr then suggests that organizations take time and make the effort to engage all employees in mapping the zones of authority in their organizations. To do this he suggests attention be paid to the following dimensions:

1. The size of the zone, i.e., the number of content areas over which authority is felt to be retained. Hopefully, these "areas" could be put in terms that are general enough to apply to most jobs, not just one, e.g., changes in equipment or tools, hiring of new group members, quantity of output, and working hours.
2. The degree of authority felt to be retained in an area. Some of the scale points would be (1) none, (2) the right to be heard, (3) having a vote, (4) the right to be part of a decision by consensus and to help shape the outcome, (5) having a veto, (6) having final decision rights, and (7) having exclusive dominion.
3. The intensity with which this degree of authority is felt to be retained - how strongly people feel about it.
4. The extent of group agreement on the degree of authority retained in an area.[6]

The zones of authority idea has been around since the thirties, but little has come of it. What is suggested by Mohr's analysis is a normative conception of participation. This would lead to a new emphasis for research in which participativeness, as a variable, would not simply be some observed or reported actions, but some fit between actions and expectations. The measurement of participative management, then, would depend not only on the overt behaviors of the manager and the group, but on other facts as well, namely, empirically determined zones of subordinate-retained authority.

## Analysis of Personality Factors Literature

The review of the participatory literature that studies the impact of certain personality variables on participation has provoked several thoughts. The study that links trust to participation is particularly interesting because it raises several issues that can have a direct impact on participation. It may be that employees who in their approaches and interactions with administrators convey an open and trusting nature help to create a climate and an interpersonal working relationship that encourage administrators to invite their participation. In other words, administrators may be more likely to include as participants those employees who they feel trust them and are open to them and not include those employees who do not create a trusting climate and may, therefore, be perceived as neutral or even distrustful and threatening. In other words, being of a trusting nature may earn trust in return and unlock the door to participation.

The literature that relates trust to participation also suggests that for employee trust to be maintained for long in a work setting, administrators cannot betray it. For example, if the thoughts, feelings and ideas of employees are received by administrators in a fair, thoughtful and sensitive manner, the trusting will endure and along with it the inclination toward participation. However, if employees believe that their thoughts are not desired or valued by administrators or if they feel their ideas will consistently be overruled by administrators they will cease to contribute them.

Another personality factor discussed by students of participation is that certain personalities may be more suited to participatory strategies than others. If one thing emerged from the literature review and from the interviews of Principal Investigators and clients it was that implementing workable and effective participative strategies is an uncertain, complex and often undelineated endeavor for all concerned. It requires great patience and the ability to tolerate enduring uncertainty and ambiguity. It also requires people who can interact contructively with others who express differing outlooks, personal priorities, perspectives and needs. It would appear, therefore, that people who desire or need in their work consistently clear and linear paths to follow might not lend themselves to the demands of practitioner participation.

Mohr recognizes that some personality traits might detract from efforts to institute practitioner participation. Mohr understands the demands participation makes of people. He understands that the quality of the interpersonal climate that exists between people in the workplace affects participation. Participatory strategies that employ Mohr's suggestion to map and delineate zones of authority will have more chance for success if the zones are created and described as fully as Mohr suggests and if their individuality and integrity are respected. Progress might then be made in preventing and/or overcoming the barriers to participation that tend otherwise to occur within and between personalities.

If this article by Mohr has served to bridge the gap between studies of participation that focus on personality variables and those that focus on situational and organizational factors it has also underscored the fact that the behavior and attitudes of employees cannot be studied in isolation from the organizational setting in which they occur. There is an interdependent relationship between the structure and process of the workplace and the employees which effects participatory attitudes and behavior.

## Decision Making and Participation

### Review of Decision Making and Participation Literature

In their paper Crockenberg and Clark[7] reviewed literature written on the interdependence of personality and organizational factors as they affect participation on the job. Of particular interest to them was participation related to decision making.

> In this country several studies first drew the attention of psychologists and sociologists to the questions of the relationship between the formal structure of organizations and the character and conduct of employees in those organizations. The most important of these were by Lewin, Lippit, and White[8], Merton[9], Coch and French[10], and Morse and Reimer[11]. In the course of this research it has become increasingly clear, as the theory of participatory democracy states, that the behavior and attitudes of individual employees--in the above studies the concerns of the researchers were the alleged apathy of employees, their lack of pride in their work, and their inability to work efficiently without close supervision--were not, as had been assumed, antecedent personality characteristics of workers necessitating centralized, hierarchical managerial authority. Rather these behaviors and attitudes were the self-fulfilling consequences of the way in which centralized managerial authority had been exercised over time. And because these forms of management in effect generated their own supporting evidence they precluded easy recognition of the possibility that what was required to enhance organizational effectiveness was not more centralization of decision making but less. Studies by a variety of organizational theorists--among them Douglas McGregor[12], Rensis Likert[13], Frederick Herzberg[14], Chris Argyris[15], and Peter Drucker[16] -- have shown that organizational effectiveness as well as employee job satisfaction are in general better served by reversing the traditional logic and giving employees more rather than less decision making responsibility within the organization. The most widely read and cited book in the literature on managing workers and working is probably McGregor's *The Human Side of Enterprise*[17]. In that book McGregor formulated two theories of work. Theory X was based on the assumed irresponsibility of people and pictured them as indolent, passive,

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[2] Woodrow Clark, who analyzed the interviews for this study, contributed this lengthy quotation from one of his earlier works on participation.

dependent, unimaginative, self-protective, and in need of hierarchical control and close supervision if they were to work well. Theory Y assumed on the contrary that people were inherently curious, capable of growth, and trustworthy, and that workers enjoyed their work and thrived on the increased responsibility they incurred when given greater control over work goals and procedures and when allowed to participate in management decision making.

Essentially Theory Y and its variants assume that the degree of control individual workers feel they have over their own work is one of the crucial variables in explaining the effects of work environments on the attitudes and dispositions of workers. In other words Theory X organizations, where management has sole control over and responsibility for the enterprise, cause employees to feel dependent, submissive, and to use only a very few of their abilities. The result is that workers then adopt antagonistic adaptive activities--rate setting, shoddy work, and so on--that interfere with organizational effectiveness. According to Theory Y these workers would be given more opportunity to use more of their important abilities, in particular their "opportunities for work in which they are able to define their immediate goals, define their own path to these goals, relate them to the goals of the organization, evaluate their own effectiveness, and constantly increase the degree of challenge at work[15]."

Most of the psychological evidence upon which McGregor and the others in this tradition have based their conclusions about the organization of work came from Abraham Maslow's[18] research on motivation and self-actualization. And Maslow himself remained until his death a strong believer in Theory Y - though with qualifications. In his Eupsychian Management Maslow argued that

> . . . there is insufficient grounding for a firm and final trust in Theory Y management philosophy; but . . . there is even less firm evidence for Theory X. If one adds up all the researches that have actually been done under scientific auspices and in the industrial situation itself, practically all of them come out on the side of one or another version of Theory Y; practically none of them come out in favor of Theory X philosophy except in small and detailed and specific special circumstances . . . And as soon as we take into account such factors as the long-range health of the business . . ., the duties to a democratic society, the need in an individuated situation for pretty highly developed human beings as workers and managers, etc., then the necessity for Theory Y management becomes greater and greater.

There are, then, essentially two claims made for Theory Y management.

The first is that it leads to more satisfied workers; the second that it leads to more effective workers. Each claim has strong empirical support. Robert Kahn,[19] after reviewing over one hundred studies of job satisfaction, concluded that '. . .workers in all occupations rate self-determination highest among the ideals that define an ideal job.' Paul Blumberg[20] was even more emphatic. The job satisfaction literature, he noted, is characterized by considerable 'diversity in the academic background and theoretical orientation of the researchers, diversity in the characteristics of the population studied. . It is just this impressive diversity in the participation which makes the consistency of the findings, by contrast, even more profound, significant, and valid. There is hardly a study in the entire literature which fails to demonstrate that satisfaction in work is enhanced or that other generally acknowledged beneficial consequences accrue from a genuine increase in workers' decision-making power. Such consistency of findings, I submit, is rare in social research.'

The findings with regard to productivity are similarly compelling. Based on a review of 550 studies, including fifty-seven work experiments, published since 1959, T. G. Cummings [21] found that increases in employees' autonomy and discretionary control over their work were sufficient by themselves to account for increased job satisfaction. In addition to more autonomy and discretion, however, increases in productivity required increases in information, performance feedback, task variety, and in socially supportive interactions among work group members and between work group members and supervisors. Of critical importance was the enrichment activities as legitimate parts of their work, supported and sanctioned by the highest implicated level in the organization. Further, the changes had to be introduced gradually, involving the employees from the beginning in planning the redesign of their work, addressing and allaying whatever anxieties and doubts they might have about their new responsibilities, and providing them with the social and technical resources necessary to discharge their responsibilities effectively. Attention had to be addressed in particular to helping employees acquire the interpersonal skills needed to work effectively in groups.

Increased participation in decision making enhances job satisfaction and, in combination with increased technical and social support, increases the level of job special circumstances.' As the literature on the management of work and working has developed, the circumstances for the appropriate application of Theory X and Theory Y management principles have been specified. Organization theorists have for some time now agreed that participative forms of management are particularly appropriate for tasks which are difficult, complex, or unusual, and in work settings where direct supervision is difficult, task interdependency is low, creative requirements high, where flexibility in adapting to changing environmental demands is required, and where workers have high levels of skills and knowledge to contribute to decision making. The traditional hierarchical structure of decision making is useful only when time is of the essence, in simple and routine matters, and where environmental demands are clear, benign, and relatively stable (Argyris[15], Katz[22], and Kahn[19]). Those familiar with teaching and with the schools will readily agree that all of the former and none of the latter characterize schools as work settings.

Other evidence points to the appropriateness of participative management in the schools. One of the most important factors in the expressed lack of satisfaction of many teachers with their work, for example, is their lack of autonomy in deciding matters of policy -- especially matters of curriculum and instruction -- that bear directly on their classroom teaching. The research is absolutely clear on this point. When the factors which contribute to the job satisfaction of teachers are separated and distinguished from the factors which contribute to the quite different experience of job dissatisfaction (see Herzberg[14]), teacher satisfaction levels are unequivocally related to levels of effective, legitimate participation in school decision making. The lower the level of such participation, or the greater the discrepancy between desired and actual levels of participation, the lower the expressed satisfaction of teachers with their work and with the school as a place to work. (By way of note, teacher dissatisfaction levels are related primarily to such things as cumbersome administrative procedures, too many clerical and extra-duty tasks, the principals' unwillingness or inability to support teachers in front of students or to discipline recalcitrant students, low salaries, and large classes.)

To date, however, there have been only a few reported experiments in giving teachers more decision-making responsibility in their schools. The results of these experiments have been generally successful; in the instances in which the experiments failed, the results are instructive and could have been expected.

There is general agreement, for example, that curriculum decisions -- especially decisions to adopt innovative materials and teaching -- are significantly more likely to be implemented in schools where the classroom teachers were effectively and extensively involved, as individuals, in the curriculum decision-making process than in schools where they were involved only marginally or through a representative.

Rogers and Wooley[23] have described in some detail the administrative benefits of giving teachers increased control over school operations. The junior high school they studied was widely regarded as a problem school. It had experienced a wide variety of teacher and student morale problems, including high levels of teacher absenteeism and student vandalism. To deal with these problems, the teachers were given, with the full support and encouragement of the superintendent and the building principal, full control over all school decisions -- including hiring, class scheduling, parent conferences, and the curriculum and instruction program -- and the authority to organize in any way they chose in order to function effectively. After this transfer of power, teacher turnover dropped from thirty to four percent a year, teacher absence rates fell twenty-two percent below the previous five-year average, student suspension rates fell six hundred percent, and school vandalism was practically eliminated. Unfortunately, the Rogers and Wolley study and the others mentioned above illustrate the weaknesses of the available school research. None of these studies includes data on the effects, if any, of the instructional program adopted by the teachers on the academic growth and development of their students. And Rogers and Wooley could hardly be called disinterested observers. They are the above-mentioned district superintendent and building principal, respectively.

Several case studies have documented impressive failures of increased teacher participation in decision making. Charters and his associates[24], Smith and Keith[25], and Gross, Giacquinta, and Bernstein[26] have studied in detail various attempts to involve teachers in developing and implementing various educational innovations. Each of the attempts floundered for one reason or another -- either the teachers were overwhelmed with new responsibilities for which they had little preparation or training, or they were unclear about what was being implemented and what they were supposed to do to affect the desired change, or they found themselves entangled in a web of confused jurisdictions where no one was sure who had legitimate authority to make what decisions. In the best of situations, however, as Argyris[15] and others have continually pointed out, workers' initial efforts to exercise their autonomy are likely to be feeble, tentative, and frequently frustrating. Laissez-faire management, which provides no direction or support,

> only exacerbates that situation and increases tension and anxiety. Uncertainty about role requirements, inadequate provision of resources and facilities, and the inability to cope with new interpersonal demands within the organization all contribute significantly to undermining the effectiveness of participative management programs and to employee dissatisfaction.

## Analysis of Decision Making and Participation Literature

The review of the literature on decision making and participation reveals some interesting findings. The dominant theme that pervades the literature reviewed in this section is: for participatory strategies to succeed and be effective, all levels of mangement must promote, encourage, sustain and reinforce it. The literature reveals that as management moves more and more to control or enforce productivity, it erodes autonomy and extinguishes the desire of employees to participate. This not only erodes the desire to participate in decision making but even discourages the investment of personal effort necessary to produce a quality service or product.

Clearly the administration of the workplace gives structure to participative behavior and greatly affects the quantity and quality of the work performed. Administrators of non-participatory activities who wish to begin participation are advised to develop strategies that implement participation thoroughly and with support and guidance during the transition period. Once participation begins the administration would be wise to adjust the strategies to sustain and encourage the participants' involvement. Employee participation cannot exist long without organizational and administrative nurturance.

## Organizations and Participatory RDD&I

### Review of Organizational Impact Literature

In a critique of the literature on participative strategy, Lowin[27] points out that participatory strategies that are successful in one organizational setting may not be successful in a different organizational climate. The effectiveness of participatory strategies is subject not only to the structure of actor motives, but also to the paths that the environment provides or does not provide for motive attainment. Lowin notes that the promises of participation lie not only in productivity, but also in quality improvement, technical innovation, cross-function coordination, and monitoring and controlling management and staff activities. For these promises to be realized, however, Lowin prescribes a real relaxation of the unilateral power by management. Realizing that some form of conflict between management and subordinates is a practical reality of organizational life, Lowin argues that effective participation is realized not by the absence of conflict but its constructive resolution through a subtle blend of conflict, cooperation, and restraint.

Lowin reminds those interested in instituting participatory organizational behavior to recognize that for participatory strategies to succeed the entire organization must have an "organic" commitment to the process. "Superficial or tactical approaches to participation by management are not inclined to work," he writes.

Underlying Lowin's reminder is the acknowledgement of the role conflict plays in organizational life. Few articles study conflict origin, expression, mediation or resolution in the participatory management strategies of program implementation. Paul Nutt[28] studies the merits of using experts and consumers as members of planning groups for health services organizations. In his report he states that although bureaucrats often ignore the needs of their clients when planning programs, planning groups composed of experts were judged consistently superior in quality to consumer planning groups. Furthermore, he notes that experts systematically influenced the consumer to the point that the consumer members merely reflected the values and preferences of the experts. Engstrom[29] recognizes the crucial importance to successful program implementation of developing a positive climate and working relationship between research/implementor and client/user. He states that if, at the beginning of a relationship, the researcher and the user do not carefully listen to each other and reach mutual agreement on a real operational problem, not much will come from either one's participation. In this light he points to the finding by Glaser and Taylor[30] that conflict at the onset tends to characterize successful demonstrations because, if used constructively, it can become a vehicle for establishing real communications and agreement early in the life of a project which, in turn, will assure greater utilization of the findings.

Recent work by Richard Elmore[39] has generated models that can guide future attempts to study participation in organizations. In his article, "Organizational Models of Social Program Implementation," Elmore presents four distinct models: a "systems management," a "bureaucratic process," an "organizational development" and a "conflict and bargaining" model. Each model focuses on different features of organizations and provides different perspectives on the program implementation process.

Elmore's article takes helpful strides in the direction of providing tools that can be used to analyze participatory activities. What Elmore has done is to show that for participation to succeed it must fit the underlying organizational assumption and patterns of the system in which it is to be implemented, or alter those assumptions and patterns. Since participative strategies have underlying assumptions and identifiable organizational implications it would be useful to analyze those areas of compatibility and incompatibility between participation as a strategy and the intended host's program management/organizational systems.

The first model Elmore introduces is the "systems managment" model. The essential features of systems management organizations are that they: 1) operate as rational value maximizers, 2) are structured on the principle of hierarchical control, 3) allocate responsibility to subunits and 4) define a detailed set of objectives that reflect the intent of policy, and assign responsibility and performance standards. Issues of participation affect this model with problems of the correct mix of hierarchical control and subordinate discretion. Elmore recognizes that although it can be a problem, allowing subordinate, subunit discretion also provides a degree of management flexibility. Elmore states that the literature provides no successful examples of the operation of this systems management model in social program implementation. "The literature records only failures."

The second model Elmore presents is the "bureaucratic process model." The essential features of this model are 1) individual workers exercise discretion in day-to-day decisions, 2) power in organizations is fragmented and dispersed among small units that have relatively strong control over specific tasks within their spheres of authority, 3) decision making consists of controlling discretion and changing routines, and 4) inducing units to replace old routines with new ones. Elmore states that the basic problem confronting those who wish to implement participation in these organizations is overcoming the resistence of individuals to changes in their operating routines. A gap is created in large bureaucratic organizations between street-level bureaucrats who serve clients directly, and their superiors. This gap breeds autonomy and discretion at lower levels. The amount of stress present at lower levels causes the street-level bureaucrat to develop defense mechanisms - formal procedures - which, when in place, resist change. These defensively based routines have a utility to the people who use them in that they reduce the stress and the complexity of work.

The third model Elmore discusses is the "organizational development" model. The essential features of this model are: 1) organizations function to satisfy the basic psychological and social needs of individuals for autonomy and control over their work and for participation in decision making, 2) organizations maximize individual control, participation and commitment at all levels, 3) work groups exist characterized by mutual agreement on goals, open communications, mutual trust and support among group members, and effective managment of conflict, 4) implementation consists of building a consensus between policymakers and implementors.

In discussing this model, Elmore contrasts it with the previous two models. He illuminates the basic conflict between the individual's need for autonomy, participation, and commitment and the organization's requirement for structure, control and subordination. The "organizational development" model includes use of the democratic process and an emphasis on the quality and interpersonal relations in work groups. Organizations functioning along the lines of this model encourage individuals to give and receive feedback in a way that creates minimal defensiveness, to give honest expression to their feelings, values and attitudes, and remain open to new ideas. Responsibility for decisions would devolve to lower levels of the organization with non-manipulative support coming consistently from high-level administrators.

The fourth model Elmore presents is the "conflict and bargaining" model. The essential features of this model are: 1) organizations are places where subgroups and individuals compete for advantage, 2) power is never stable but fluctuates toward those capable of mustering resources and influencing behavior, 3) decision making consists of bargain and 4) implementation consists of the bargained decisions being applied to the implemented project. This is more a model of what happens when organizations fail. The organization lacks structure, goal-linked behavior, the coordination of resources and responsibilities and binding regulations.

Elmore concludes his article by stating:

> In fact, every implementing agency probably has a set of management controls, a firmly entrenched collection of operating routines, some process for eliciting the involvement of implementors, and a set of internal and external bargaining relationships. The important question is not whether these elements exist or not, but how they affect the implementation process. One way of disentangling the effects of these factors is to analyze the same body of evidence from the perspective of several different models. In some instances, wholesale delegation of discretion is the obvious course of action to follow, while in others firm control of discretion is necessary. The point is that models can help analysts and decision-makers distinguish among different kinds of problems. Using managment controls in a system in which power is extermely diffuse, for example, is like using a crescent wrench to turn a phillips screw. The problem is to understand when certain tools of analysis and strategies of action are likely to pay off and when not.[39]

Elmore's article can help those interested in fostering participative strategies in organizations to develop a clearer picture of how the organization works and assess the implications such strategies might have for the organization.

## Analysis of Organizational Impact Literature

It seems that the implementation of participatory structures in organizations should follow rather than precede detailed long-range planning. "Trial and error" and "Let's see what will happen" experiments that do not nurture the participatory process will probably end in disaster. It would be wise for administrators to truthfully assess their own reasons for implementing participatory strategies. If their motives are tactical or superficial and do not reflect a personal as well as organizational commitment to participation, the effort will be less able to meet and endure the conflicts and disharmonies that participatory strategies must create if they are to grow to be valid and worthwhile.

Elmore points out the importance of identifying and considering the underlying assumptions and patterns of any organizational system where participatory activity is to take place. These assumptions and patterns have direct and indirect impact on the participatory structures that evolve, the personal rewards and punishments to be expected and the way that the success and failure of participation will be judged. Participatory strategies drawn from assumptions that conflict with the assumptions of the organization in which participation will take place will meet fundamental resistance. The introduction, for example, of a participatory management program based on assumptions from systems management theory into an organization that operates on bureaucratic process assumptions will be fraught with difficulty. An introduction of this kind, without an understanding of the assumed differences, will probably be doomed to failure.

The notion of building and funding models to study participatory implementation strategies seems difficult to orchestrate but eminently useful. Elmore's work points to the need for change agents and researchers to understand an organization's operational systems. Simple questions like, "Does participatory RDD&I work?" must be asked in relation to other questions such as "In what organizational settings does participatory RDD&I work?" and "What type of participatory RDD&I works in various organizational settings?" Elmore's work highlights the importance of matching participatory style with organizational assumptions, and broadens both for change agents and researchers the range of input and outcome elements to be considered.

## Implementation of Participatory RDD&I

### Review and Analysis

Engstrom believes that user participation in research and program implementation is essential if efforts are to have long range success. He cites four principles for obtaining participation:

> First there are the users, be they clients, practitioners, administrators or lawmakers; their needs must be addressed, and they must also provide incisive input. Second there must be a researcher sound in understanding user needs, knowledgeable in research methodology, and skilled in pairing objectivity and relevancy. Third there must be a system of mutual trust between researcher and user that will support both communication and commitment and will keep long-term goals in mind. Fourth there must be an appreciation that research is an ongoing process. The challenge is to generate new knowledge in a usable form, then use it.[29]

In a similar view Hall[31] discusses the importance of participatory research.

> Participatory research is not a guarantee of ideological purity (what is?). But it seems clear that research concerning itself with aspects of people's lives, particularly field research, needs to involve people in a

> different relationship than that of actors to be acted upon or of subjects seen as objects. If change is to occur adult educators need to be more deliberate about involving people in research. We must not, however, "confuse preoccupation with the truth that should characterize any serious scientific effort with the so-called neutrality of science which in actual fact does not exist."[32] Participatory research, based on the assumption that man is a social animal, offers a process that is more consistent with adult education principles, more directly linked to action, and more scientific because it produces a more complex and thereby more accurate picture of reality.

Ward and Tikunoff[33] have labeled this participatory process "an interactive model of research and development." They use this model with teachers in schools. They state:

> Only when the individual expertise of teachers, researchers, teacher trainers, and others is jointly applied to solving educational problems is full use made of the available resources. When such a concerned effort takes place the potential is increased.
>
> In addition, each person involved in such an ongoing process gains from the experience even while contributing to the effect on the others. Teachers, for instance, gain greater insight into their teaching when they are deeply engrossed--investigating, and experimenting--in collaboration with other teachers and researchers (Chall).[34] In fact, Goodlad and Klein[35] infer that innovations occur only when teachers are involved in the process of seeking solutions to their own problems. This involvement can insure greater consonance of teachers' objectives and values with those being researched, and it is this feature for which Berman[36] predicted greatest success in his evaluation of federally funded programs.
>
> Trainers gain greatly from such interaction as well. Development of training strategies as an entirely separate process following completion of research contributes to the time lag in achieving classroom application. Equally significant, it isolates researchers and trainers from each other. As a result, trainers generally have no knowledge of what teachers need to learn (or unlearn) in order to apply the research findings.

> When researchers are constantly interacting with teachers, a great deal can be learned early in the inquiry process and the result can be more completely formulated research questions. For instance, researchers are often accused of asking questions the answers to which are not as immediately useful or important as others a teacher might want to pursue. Additionally, input from teachers during the formulation of the questions might alter the assumptions about teaching and learning upon which the research would be based. The nature of such collaboration, therefore, might result in the saving of both time and money and/or the expansion of the payoff from the research.
>
> Ultimately, bringing together teachers, teacher trainers, developers and researchers--the separate pieces of the knowledge production and utilization system under the linear R&D model--would result in what Clark and Guba[37] label a community "concerned with and functioning in educational knowledge production." Building on the community-sense, they believe, is more likely to produce the ultimate utilization of knowledge."

Ward and Tikunoff state that if the interactive model is to succeed "a great deal of its success will rest upon the people who participate and the process utilized to put it into operation[33]" (pg. 18). They list several criteria to guide the implementation of the process. These criteria were developed by Ward and Tikunoff in collaboration with a review panel of practitioners and experts and are listed here in the panel's order of importance.

> 1. Selection of team members
>
> It is clear that the participants in an interactive process, such as the one proposed, are integral to its success. Thus, the selection of participants is an important criterion, and was cited by seven reviewers as critical to the implementation of the model. Their concern and subsequent advice is thus seemingly of paramount importance.

A selection process sometimes implies an election. If such is the case, there is a danger that those "elected" might not represent the needs and interests of peers. Reviewers suggested instead that an ideal situation is one in which participants volunteer to work on such a team, and that the rationale, objectives and tentative procedures be worked out at an initial planning meeting, thus allowing for early withdrawal of any who might wish to do so.

Particularly in the instance of teachers, such volunteering is necessary. Already faced with an overloaded day, some teachers might not want to participate. Too, volunteering is indicative of a desire to change, and those teachers who want to change are more likely to learn from the experience and to grow.

To be successful, it would appear that the composition of such a team must reflect a spirit of willingness to cooperate and a desire to work together. To insure this, a selection process which is both flexible and equitable should be utilized. Because circumstances will vary with sites, this could mean that the process will differ among sites.

### 2. Released time for teachers

If teachers are to participate actively and daily with the team, a plan will have to be devised that will allow them to be available for such participation. Because of the nature of their responsibilities, this necessarily means some time away from their classrooms. Without this time for planning, for observing, for identifying and assessing and for training, teachers' participation could be only minimal at best. Five of the eight reviewers felt strongly about this.

Solutions were suggested and these may work depending on the characteristics of a specific site. A half-time assignment, where the teacher spends a part of the day in the classroom and a part of the day in other activities, is one arrangement. This arrangement would be easier to facilitate at a larger school because of the availability of additional supervisory help, e.g., vice-principals, counselors, etc.

The problem of releasing teachers from teaching time in order to focus on activities on the R&D team is essentially a problem of alternative human resources. One source that has worked well is utilizing teachers-in-training at a nearby teacher training institution to teach part of a school day. The advantage here is to both the student teacher and to the classroom teacher: the student teacher fulfills the requirements of a practice teaching experience under the guidance of an outstanding teacher, while the teacher is freed for portions of the day to do other planning. An additional source of such manpower rests in the hands of the principal and the superintendent. Their active involvement in activities of this nature leads to support, including the commitment of personnel and time.

Each site will offer unique resources as well as differing problems in this respect. Thus, solutions will depend greatly upon the creativity of the team in providing solutions. One sensitivity concerning manpower expressed by the reviewers is that of cost effectiveness, i.e., the monetary support of additional personnel by sources outside the normal budget during a project's operation has often been withdrawn at its completion. Ways must therefore be developed to insure teachers' participation without applying undue stress on a school's operating budget.

### 3. Incentives to enlist teacher participation

Increasingly, teachers are being asked to assume a a broad range of activities and responsibilities for which neither time nor monetary remuneration is provided. Consequently, teachers have become more and more reluctant to volunteer for responsibilities which take them away from their teaching and their classrooms. When they do volunteer, the same teachers seem to be involved consistently in leadership projects such that little time is available. Clearly, if teachers are expected to participate, the incentive to do so must be provided.

As authors of the proposed new educational R&D model, we naturally hope that the product of such a collaboration is sufficient incentive. However, we also recognize the realities of time constraints and the American system of reward, monetary and otherwise. As with the previous two criteria, the solution to this one will rely heavily on individual site characteristics and creativity of the participants.

Reviewers proposed a variety of incentives that have worked in the past: college course credit, additional salary increments, reduction of contracted responsibilities, sabbatical leave, promise of promotion, etc. Each would be dependent on local site characteristics, however.

## 4. Inclusion of others on the R&D team

As discussed in this paper, the team which would operationalize the proposed, new interactive R&D process would be composed of teachers, teacher trainers, developers, and researchers. This constituency is representative of the educational knowledge production and utilization community. The reviewers, however, felt that others ought to be considered as possible participants.

The national move toward decentralization of school district functions has elevated the principal to a position of considerable responsibility. Thus, increasingly more decisions about assignment of personnel, support of program, and budget are being made at this level. It would therefore appear that the principal's participation is an important consideration. This is particularly true in light of the research that indicates that while principals are not often leaders in innovations, they can block an innovation if their support is not obtained.

Another national trend is parental involvement in educational decision making. Parents can provide positive, supportive assets, and parents or school advisory groups should somehow be involved.

## 5. Parity in decision making

The process of decision making is always critical when people are asked to cooperate in order to achieve common goals, and inherent in this is the issue to parity.

Two underlying philosophical points support the thinking that produced the new interactive R&D process. The first is that no single person is imbued with all knowledge and skill, and that there is much to be gained by drawing on the specific expertise of individuals rather than developing that expertise in oneself. By putting together on a team people with functional experience in teaching, in teacher training, in development, and in research we had hoped to draw on this principle by utilizing the expertise of each individual.

Given that each person on a team brings a particular, needed expertise and assumes equal responsibility for working toward the fruition of mutually agreed-upon goals, then each member of such a team ought to have equal decision-making power. Of course, the notion of working together in a cooperative relationship implies that each team member recognized his/her own expertise as well as that of every other member, and both draws and relies on others.

> Reviewers expressed concern that such a decision-making process be in existence, and that teachers and others share equal parity in that process. In fact, a site that demonstrated success in utilizing such a process might provide more opportunity for implementing the new R&D process.

Although Ward and Tikunoff[33] discuss school-based research and development, and Mohr's[6] recommendations (see above) were generated from studies of business organizations, their opposing views on power equalization are interesting to note. Whereas Ward and Tikunoff advocate "parity in decision making," Mohr suggests that the creation and delineation of zones of authority in organizations may be a more effective strategy for developing practitioner participation. Mohr's concern, it will be remembered, was to neutralize the effects of personalities that do not lend themselves to participation by creating zones of authority. Employees would decide the limits of authority and responsibility within this zone and would also operate according to their own guidelines and interpersonal ways of behaving. They would, in fact, participate in creating zones of style as well as of authority. For Mohr, these considerations are more important to the fostering of participation than parity.

Fallon[38] introduced participatory management to a child development center and a multiservice children's agency. Each staff adopted a participatory process to be applied to all major decision-making tasks and to include all elements of the staff. Decisions were generally made by voting. Fallon listed the rules for limiting the democratic process adopted by the two groups. They include:

> 1. No segment of the staff is empowered to make any decision that affects the work of another segment. (Example: A group home staff may not make a decision affecting staff in a residential treatment center.)

> 2. Democratic process may not invade areas that are a matter of designated expertise of specific staff members. (Example: Speech therapists may not make decisions affecting psychometric tests used by psychologists.)
>
> 3. The competence or performance of staff is not subject to the democratic process except as applied to elected staff representatives. (Example: The professional expertise of a speech therapist must be evaluated by a speech therapist, whereas the performance of an ad hoc committee, elected by the staff to study a budget question, may be subject to democratic process.)
>
> 4. Staff may not make decisions that require expenditure of funds not under their authority. (Example: Child care workers may decide how to use recreational funds available to their particular cottage, but not how recreational funds are to be used by another cottage.)
>
> 5. Agency policy decisions are reserved for the board of directors in the case of the Alaska agency, or the administrator of the Department of Environmental and Community Services in the case of the North Idaho agency. (Example: Decisions to develop a new group home, half-way house, etc., were reserved for the board of directors of the Alaska Children's Services. Decisions to develop an educational program for older retardates rested with the administrator of the Department of Environmental and Community Services in the case of the North Idaho Center.)
>
> There is one firm rule regarding participation of subordinates in the decision-making process: that the prerequisites for participation must be ability and knowledge. Participation in decision making must be restricted to individuals with ability to comprehend what is required and the knowledge to contribute to the position.[38]

Fallon points out that the client communities in both instances played major roles in determining the priorities for each program. The staff had no vote or role in setting these priorities. The initial response to participatory management by both staff groups was one of suspicion and ambivalence. However as individual members became involved in the process, especially in developing the budget, they became more committed to it.

Echoing the experience of others, noted above, who have implemented staff participation in the management process, Fallon notes that the staff is sensitive to whether the administration is committed to upholding the principles of participatory management. He states that when a manager has already made a decision, he should never ask his subordinates to participate because they soon will recognize that the executive has made the decision and is merely attempting to placate them. Fallon concludes his article by saying:

> Participatory management requires a commitment in practice by management, which will also be the watchdog and guarantor of the participatory process.
>
> If that commitment is lacking or if upper management uses an authoritarian or benevolent-authoritarian management practice, middle management will have great difficulty in implementing a participatory management system in specific areas.[38]

The review of the literature on participation and on efforts to implement participatory strategies suggests that some preliminary steps might help to create a supportive foundation for participation. Three of these steps are: 1) help people gain the attitudes and skills necessary to participate effectively with each other; 2) structure the membership of participatory groups to overcome inhibitions and enhance contributions; and 3) institute team-building efforts with participants. These initial steps are examples of the kinds of preparation that is necessary to build a climate and process that will nurture participation.

The literature that addressed the relationship between personality types and participation states that certain personalities lend themselves to participation in the workplace more than others. A challenge is presented to administrators who wish to institute participative strategies but who have some participants who do not have the attitudes and/or skills that are necessary to willingly and productively engage in participatory strategies. The literature suggests that there may be phases that participants can pass through to gain the required skills and attitudes. The literature also suggests that these may be qualitatively different forms or types of participation and that a skillful administrator will assess which participants will respond favorably to which opportunity to participate.

Mohr's concept of zones of authority allows a work unit of participants to decide, within their zone of authority, how and to what extent each participant wishes to participate. It is realistic to assume that some participants within a given zone would like to participate in administrative kinds of decision making. These decisions might govern the work of the zone or the relationship of zones to one another. Other participants within the zone may not wish to participate in decision making. They may represent certain personality types that do not lend themselves to participating in decision making or they may just prefer not to be involved in that way. Mohr's theoretical construction of zones of authority suggests that these persons can become participants in the work zone by taking on responsibilities that both satisfy the mission of the zone and are in harmony with individual personality and inclination. Exactly what effort this would be depends upon the service or product created by the unit. It is possible to imagine that a given participant might choose from a variety of ways to participate in the zone. Some task-related activities that come to mind are planning, locating or linking with resources, developing new procedures, evaluating the service or product of the zone, and evaluating the functioning of the zone itself.

It is also realistic to foresee that participants, over time, may wish to change the way in which they participate. The desire to change may come about as a result of changes in attitudes and skills caused by training, work-team or zone building, and/or experience. It might therefore be advisable for administrators to periodically reassess, with participants, the level and form of their participation so that individuals have an opportunity to adjust and reinvest their participative efforts in a way that best meets the goals of the unit and matches the participants' skills and inclinations.

Those who have implemented participatory strategies, for the most part, support the findings of research studies of practitioner participation. They reiterate the need for organizations to build a climate of mutual trust, implement strategies that prepare and encourage participation, institute collaborative team-building and administratively support participation at all levels of the organization. In addition, they suggest that particitioners be allowed to choose the degree and ways they wish to participate and be rewarded for their participation.

## Concluding Analysis

The literature on participation is complex. A good deal of the research on participation has been narrowly designed to focus on one or two variables at a time ignoring powerful variables that seem to have a great impact on outcome. Although many people involved in social science research and development espouse the usefulness of participatory strategies in program development and implementation, empirical evidence on the process itself appears uncertain and unclear. The interplay of a large number of organizational and personality variables which affect participatory strategies in any one setting makes it difficult to generalize the results of research. Research is required that analyzes the critical, dynamic elements of the participatory process as they interact. Model studies would be useful to help conceptualize organizational relationships and account for the psychological mechanisms that underlie effective participation. They would also help define the conditions for successful implementation of participatory programs in organizational development.

A theory of practitioner participation in organization could be constructed that deals with differences in organizational environments; in work situations and in the individuals who perform organizational roles. Characteristics of organizational environment, decision tasks, and individual motives will affect both participation and an individual's affective responses to it. An examination of the effects of participatory strategies on multiple organizational consequences would lead to a more complete understanding of participation. For example, the relationship of participatory decision making to role performance could depend on organizational parameters, such as decision-reward contingencies and individual expectancies. The contributions of participatory approaches to system effectiveness could depend on methods of implementation, longevity and pervasiveness of the approaches, and the feedback of their consequences to future participative procedures and organizational development programs.

Effective organizational participatory design rests upon an understanding of individual and situational mediators. The consistent use of participative strategies may require extensive change in organizational structure, decision processes and individual attitudes. The resolution of the theoretical and practical issues concerning practitioner participation in RDD&I efforts may come from new and innovative research approaches designed to identify and link causal relationships. Organizational applications designed to discover critical interactive variables and to evaluate the comparative utility of different participatory approaches may also yield important data.

Examination of intervening processes seems crucial to more complete understanding of the dynamics of organizational change. Research is needed to identify specific variables within broad categories of boundary conditions that contribute to variance in participatory undertakings. It is also important to systematically delineate interactions and to develop basic participatory theory that addresses tasks and people.

# CHAPTER FOUR

## PROJECT DESCRIPTIONS AND INTERVIEW SUMMARIES

This chapter provides descriptions of each project studied. Each project description is divided into three parts. The first part, Project Summary, provides a brief, general overview of each project's purpose and nature. The second part, Principal Investigator Description of Participatory Nature of Study, presents a summary of the views on client participation held by the project's Principal Investigator. The third part of each project description presents a summary of the perspectives held by clients on their participation in the project.

The views of the Principal Investigators and clients on participation are condensations of responses made in individual interviews held with each Principal Investigator and a representative sample of the participating clients in each project. The individual interview protocols from which these summaries were made are not included with this report but are on file at the Department of Human Development of Far West Educational Laboratories in San Francisco, California. The projects described are listed below.

- Critical Television Viewing Skills Curriculum Project
- Teacher Corps Dissemination Project
- Research and Development Exchange (RDx)
- ED Materials/Support Center
- Continuing Education Technical Assistance Center
- Teacher Development and Academic Learning Time
- Class Size and Instruction Project
- Region IX Adult Education Staff Development Consortium
- Learning Coordination Project
- The Responsive Education Program
- Experience-Based Career Education Developer/Demonstrator Project
- Women's Educational Equity Proposal Development Project
- Women's Educational Equity Communications Network
- Teachers' Centers Exchange
- Educational Dissemination Studies Program
- Experience-Based Career Education
- Project Equity Sex Desegregation Assistance Center for Region IX
- The Linking Consortium
- Interactive Research and Development on Teaching Project
- Work Values Project
- The National Rural Career Guidance Communication Network

# CRITICAL TELEVISION VIEWING SKILLS CURRICULUM PROJECT

## Program Summary

In conjunction with Boston public television station WGBH, the Critical Television Viewing Skills Curriculum project is one of a group of four projects developing curriculum materials to assist high school students to become active, discriminating consumers of television programs, commercials, and news. The final products of the project will be tested by the Educational Testing Service in Berkeley. A panel of nine students, representing seven high schools in the Bay Area, and a national panel of six parents and teachers met with the project staff to help set curriculum goals. The dissemination phase will include 10 teacher workshops and 10 parent/community organization leader workshops across the nation. The project was funded by U.S.O.E. in October, 1978, for one-year periods through September, 1980.

## Principal Investigator Description of Participatory Nature of Study

The Principal Investigator defined participation as "reality testing" and a means to determine the needs of a target audience. Early in the project, the student "curriculum review board" met to advise the project staff about goals and objectives. Later, a mini-conference composed of students elected from the panel, three teachers, three parents, project staff and consultants met for the same purpose. A second meeting of this group was cancelled because the P.I. felt frustrated in trying to elicit information from the group. Instead, a questionnaire was sent to them and they were paid $100 to fill it out. Minority parents did not respond. The P.I. did not feel that she learned very much from the questionnaire responses. Although the goals of the project were to be discussed at the mini-conference, participants accepted them as they were. This was the only time project goals were discussed with participants. The mini-conference did have some impact, however, on the development of curriculum materials. The teaching approach was modified slightly, the title of the book was "brainstormed", and a decision to write a non-consumable textbook rather than a workbook was reached. The mini-conference also determined which critical TV viewing skills are most important. After a curriculum had been developed, a student panel was taught the curriculum and thirty-five teachers, selected by ETS, were paid $400 each to evaluate it. Three of the nine students on the curriculum review panel were each paid $15 to read textbooks and comment on the comprehensibility of them. Curriculum evaluation was also given by a teacher with a personal relationship with the P.I. She circulated some chapters to teachers and forwarded their comments to the project. Two high school teachers were hired by a subcontractor in Boston to review materials.

The P.I. believes that participants were motivated to become involved for various reasons. Students got a day off from school, were curious about FWL, and flattered to be asked. Teachers got a trip to San Francisco, were flattered to be asked, and were interested in the project because TV has a large influence on their students. Parents were paid $100 a day, were given a trip to San Francisco, and were flattered to be asked. Consultants were motivated by the professional recognition and the chance to work in their professional content area. The P.I. felt that participation was retarded because the project staff did not ask for more input and that the P.I.'s frustration with the mini-conference might have been felt by the participants.

Prior to working on this project, the P.I. and the staff did not have any experience with practitioners. But the P.I. was optimistic about working with them. However, because the mini-conference became diffuse and did not accomplish its purpose, the P.I.'s optimism turned to frustration. She gave several reasons for the failure of the meeting: a specific set of tasks were not given to participants; for budgetary reasons the meeting was held too early in the year before the staff was ready to make the best use of it; and the composition of the group was badly mixed. The P.I. felt that the consultants should have brainstormed first, then asked parents and teachers for feedback instead of having parents and teachers brainstorm.

In reviewing the process, the P.I. felt that the small number of participants on the Curriculum Review Board was a drawback because it was difficult to assess individual comments. In addition, the short deadlines imposed by the funding agency placed some strain on the project. The P.I. feels that the lack of more extensive practitioner involvement is regretable because publisher feedback on the curriculum materials is that they are not sufficiently adaptable to a variety of classroom settings.

During the second year of the project, extensive use of practitioner participation will be made. Numerous workshops for teachers and parents will be conducted across the nation for evaluation of materials which are still being revised and for evaluation and revision of the workshops.

## Client Description of Participatory Nature of Study

Both adult participants perceived their participation to have been less extensive and useful than they would have liked. Both said they had not participated more fully because they were not asked. Each stated they would like more involvement, especially with decision-making responsibility.

The teacher felt that her participation had no impact because she saw no change between the initial plans and the final plans. There was no indication that her discussion group's concerns had been taken into consideration. She was involved initially in the project in reading the grant proposal and was invited back after the objectives were written and field testing had been completed. The children's program director defined participation as "bringing her own resources and expertise to the meeting and giving her most convincing discussion on her views on TV viewing for children". She hopes to use part of the viewing curriculum at her national network and looks forward to participating more and exchanging views with others in the field.

The student, who described participation as "getting together and getting thoughts out", felt that he had impact on the project and the project had impact on him. His suggestion, that the emphasis of the curriculum materials should be changed, was acted upon, according to his opening statement in the interview. But at the conclusion of the interview he states, "I had some input into materials in the form of suggestions. The author had final say". He does not say whether his ideas to broaden the scope of the materials were incorporated. The project had impact on him in that it offered new experiences to him. He came to appreciate different types of people, to learn extensively about television, and to experience writing as an easier task than he had thought. His participation was motivated by his interest in television, its influence in America, and its potential for change. Touring a TV station showed him that "I could possibly get a job doing research for news at KQED on a volunteer basis". His participation was hindered by "desultory conversation, boring feedback, and simplistic concepts".

# TEACHER CORPS DISSEMINATION PROJECT

## Project Summary

Since its inception in 1965, the Teacher Corps has invested over a quarter billion dollars in programs to enhance the educational opportunities of children from low-income families and to improve programs of training and retraining for teachers and teachers' aides. In 1978, an effort began to validate and to seek the most cost-effective means of sharing information about proven Teacher Corps educational programs, products and processes. The Teacher Corps Dissemination Project is providing "policy formulation" assistance to help design and pilot both internal and national information-sharing systems for the Teacher Corps. Such sharing will include a process whereby Teacher Corps groups will be alerted to new developments and administrators and other educational leaders will be made aware of promising new products and practices. A system will also be devised so that those involved with the Teacher Corps will be able to communicate their needs to the research and development community. U.S.O.E. funded the project in October, 1978 for one year and again in October, 1979 for 18 months.

## Principal Investigatior Description of Participatory Nature of Study

In general, the P.I. described participation in this dissemination project as "ownership in the system being designed for them". He believes that ownership in the system encourages implementation of new ideas and use of products. The P.I. feels that the required extra time, money, and political comprises required to work with practitioner participants are disadvantages but are outweighed by the advantages.

The practitioners in this project are 14 Regional Network Executive Secretaries who meet four times a year. It is a formal requirement of the project that they make consensus agreements on products. It is implicit that the dissemination systems designed by the project receive consensus approval. Final decisions are made by the Washington Teacher Corps office. The role of the advisory panel is not clear to the P.I., but it does review products and offer advice. It has met once.

Almost half of the Executive Secretaries invite the project staff to attend their regional board of directors meeting on a regular basis. This is perceived as "individual participation" by the P.I. These same participants voluntarily suggest things for the project to do. One contribution to the project made by three Secretaries was considered to be beyond average expectation for involvement and contributed to the development of the project. Together they worked out a formal procedural system to validate products and practices.

Incentives for all Executive Secretaries are that each is a contractor with the Washington Teacher Corps and writes a proposal for operating a network. Involvement with the Far West Laboratory program puts them in a favorable light in Washington and they are often asked to serve in planning groups. This is important recognition and is perceived as an incentive by the P.I.

As a result of participatory involvement, the scope of the work has changed from only designing technical reports and papers to include also training workshops on dissemination for three representatives from each of 12 regions plus representatives from two special networks. This staff idea came from visiting people in regions, talking with Washington staff and brainstorming. Five secretaries volunteered to design the training workshop.

The P.I. believes that the opportunity of secretaries to have influence in high places is a strong informal motivating factor for sustaining their involvement in the project. Formally, the necessity for group consensus on the validation process also encouraged sustained participation. In addition, the travel and social exchange may motivate some participants, according to the P.I.

The initial relationship between the project and the participants was hindered because the participants thought the project was funded by money which came from their resources. The P.I. also believes that the participants realize that the training and support they give to their projects will be made easier by using information tools and skills made available to them through the project. This helps sustain their interest. To avoid jealousies among the participants, the project staff increased the total number of secretaries involved from the original four, who helped in the pilot stage to implement dissemination designs, to include all 12 secretaries, if they wish to volunteer.

All staff members had experience with participatory work before joining the project. Over time, the staff has become more knowledgeable about what they can expect from participation. For example, at the first meeting of the executive secretaries much negativity was expressed toward the project's validation plan which had been developed by three secretaries. This caused it to be revised and sent well ahead of the next meeting to the secretaries. This reduced the anxiety of the other secretaries and the territoriality of the three people who produced the design. The project staff has modified its procedures by not requiring statistical validation and rigor from those who could not or would not do rigorous evaluations. The staff has traveled considerably to increase credibility and to get input from practioners.

The sponsor and funding source encouraged the project to increase travel monies so that the project could find out more from practitioners.

## Client Description of Participatory Nature of Study

Two of the project Executive Secretaries were interviewed. One defined participation as "a chance to look at alternative models for endorsing programs and practices" and the attempt to examine validation processes. This was done by sharing information and materials. He conceived of his involvement as being outside policy decision-making, but that the secretaries were "involved in programmatic matters in local activities and in collaborative network decisions". He felt that the Far West Laboratory staff was open to receive suggestions from him and meet his regional needs. This attitude on the part of the staff motivated him. Professionally, his participation has meant that he has been able to keep up with and informed about endorsement strategies which he could share on a regional level. This had an impact on his thinking about educational alternatives and dissemination issues.

The other secretary, however, said that "participation has been confusing". She was led to believe that her region or network would have more input in determing model plans but instead she felt that the "Laboratory staff drew up the plans and gave me the choice of accepting or not accepting them without considering their (her network's) feelings about the plan". She felt that the secretaries "should have been involved in policy decisions, but that the Far West Laboratory staff took over that function". She said that they were asked to contribute some ideas and they were asked to give feedback on issues, but they did not receive any feedback on their ideas in turn from the Far West Laboratory staff.

She is not sure if her ideas were accepted or not. She was motivated to participate in the project because of her interest in new ideas, particularly new concepts on dissemination. Her participation was hindered by a personality conflict with the project director. Her participation was also hindered because she feels that some federal policies overlap and cause confusion, inhibiting project flow and participation. The project had a positive effect on her. She was able to put her network into place faster than she would have been able to without participation in the project. She felt that participation was "a great learning experience because of the exchange of ideas". The activities in which she was involved included attending a training meeting and reading and responding to written materials.

Both participants termed their involvement "heavy". The first secretary said it was varied over a two-year period, but consistently heavy. The second was significantly involved during the first six months when her involvement was particularly heavy. Her involvement now is at a minimum because she is waiting more direction from Far West Laboratory.

# RESEARCH AND DEVELOPMENT EXCHANGE (RDx)

## Project Summary

The Research and Development Exchange (RDx) provides design and coordination support to a consortium of seven Regional Exchange contractors and four Central Service contractors who provide teachers with information about and assistance with research-based innovations. The consortium also gathers information about educational research and development and its delivery. The Exchange staff is responsible for designing mechanisms to document work in progress, exploring means to identify and communicate practitioner needs, orchestrating research and development exchange planning activities, and providing support for R and D meetings. The project is in the third year of funding by N.I.E.

## Principal Investigator Description of Participatory Nature of Study

The P.I. differentiates between public and less public purposes of practitioner participation. By including practitioners, a project can provide better service because the sum of the parts is greater than the individual parts. For less public purposes, practitioner involvement is politically advantageous: potential adversaries are eliminated and a network is strengthened. The P.I. finds that the need to entertain disparity and yet come to an agreement is more time consuming than making arbitrary decisions. There is also a danger of dominance by a few individuals.

The participants in this project belong to three groups:

- National Advisory Group which meets twice each year to provide direction and advice. The members are nominated by the 11 project directors of the RDx projects.
- a coordinating body which meets three or four times a year to decide upon the future of the network and the priorities relating to the development of a resource base.

- advisory boards of each of the regional service centers

Practitioners are represented at regional and national meetings and are selected to be on these boards. NIE approves the selection of practitioners to the regional service center boards. The power that these practitioners have depends on the varying powers of the national service centers. The P.I. observes that individuals with experience often influence the internal coordinating committee. On this committee several people are effectively able to persuade others to their point of view. Newer members are not as vocal.

There have been no instances of extraordinary contributions in this project. Participants are motivated by being part of an advisory group and having national exposure. Travel expenses are paid.

Each of the three advisory groups decides what the projects and priorities will be for the following year. One year the staff at each of the seven regional service centers interviewed principals to determine what the state dissemination needs were and to find out where the centers could provide service. A panel of teachers was convened to answer questions on reading and math and to provide a knowledge synthesis. However, most of the practitioner influence on the project is exercised by groups. The regional groups have been most effective in influencing the work of the service centers.

The P.I. feels that positive attitudes about collaboration and practicipation encourage involvement. Rather than demonstrating competitive attitudes, an espirit de corps is developing and participants are learning from one another. These informal attitudes have been more encouraging to participation than formal structures. The P.I. perceives that the conflict between building a collaborative network and serving the needs of clients is a hindering factor to the project. The NIE regional advisory boards and the internal coordinating group sometimes entertain conflicting directions. This also hinders the project. The P.I. has learned that an endorsement from the Laboratory Director is essential when the P.I. is caught between the way a laboratory director (not the Far West Laboratory) wants to run the project and the way the project group wants to run it. The P.I. also believes that collaboration occurs at a personal level. Putting structures in place may facilitate participation, but it does not insure it. Participation presents the need to balance an autonomous self with involvement in a group. He has learned that a certain amount of perspective is needed if collaboration is to be successful.

Over time, the project has been affected by a change in NIE leadership and the introduction of new views about the way the network should operate. The P.I. sees the project as looking out for the common good of the network and not as an extension of NIE. This, he says, is a risk.

### Client Description of Participatory Nature of Study

Two directors were interviewed: a director of an educational services division and a director for the mid-Atlantic area. When asked how they participated in the project, both responded by listing a number of tasks, some of them similar. For one director, participation helped him more quickly accomplish his priority of turning the laboratory into a more regional activity. As a participant in the project he wrote a proposal to NIE, challenged their guidelines, and described other principles which his laboratory has subsequently adopted. In terms of decision making in his laboratory he says that he has the last word. He tried to influence NIE's policy about regional exchanges and laboratories.

He says he influenced the project and conceived of the general role of the exchanges. As a result of his participation in the project, he has become associated with the term "dissemination". He now meets with and talks to many people on this subject.

For the other director, participation in the project has meant a better understanding of the needs of those the Laboratory services. Increasingly those clients perceive the importance of R and D and see the difference that it makes. As a decision-maker, the director is responsible for all decisions relative to client services in his laboratory. He participated in developing the RFP for the project. The director is motivated to participate in this effort because of his background and professional interest in diffusion research, the challenge of starting something new and the chance to work with people he finds attractive.

## ED Materials/Support Center

### Project Summary

The Educational Diffusion Materials/Support Center has three major goals: to bring National Diffusion Network participants more closely together through materials and consultations; to study the impact of centrally prepared materials in strengthening a network; and to collect and spread news about dissemination activities. During the first two years of the project, a wide variety of resources and materials were provided: the sixth edition of the Department of Education's Educational Programs at Work, three new comparison charts of NDN programs for reading and career education, nine issues of the ED newsletter, and five issues of the NDN Reporter. Three videotapes about the benefits and responsibilities of membership in the network will add to the growing inventory of resources produced under the direction of the ED Center. The project is funded by the USOE.

### Principal Investigator Description of Participatory Nature of Study

Because she has a field service contract, the P.I. believes that input into the services is a basic tenet of her contract. Participation gives limited ownership of the contract to those it serves and keeps them informed of its general direction and its effect on their work. The P.I. also believes that if people help to produce something, they are more likely to use it. Practitioner participation is time consuming and agencies are not funded for the amount of time it takes. Other disadvantages include the difficulty of avoiding group biases and determining when advice is representative and genuine.

The participants in this project are:

- people within National Diffusion Network (NDN)
- federal agencies (funding office)

- recipients of services offered by NDN
- the broad based dissemination community

Individual influence is excercised by NDN members in informal conversations with the P.I. at NDN meetings. The P.I. takes "litte pieces of comments" from a variety of sources, fits them together and returns to NDN to get feedback. The suggestions are for new major needed products and/or important linkages to agencies or people. The incentives for participating in this process, according to the project directors, are that the participants have their ideas used and they become part of an inner circle that they see as important. They also become visible to the funding agency because the P.I. purposefully credits ideas. Individuals also influence the project by commenting on products and by responding to mail surveys or phone interviews.

The promotion of the project officer, who had a great deal of influence in the field and with the NDN, caused the P.I. to set up new communication channels. This change retarded participation temporarily.

Participation in the project has been motivated by:

- a staff that encourages feedback
- the funding agency which has encouraged people to react and make suggestions
- the advisory council
- surveys
- P.I.'s belief that clients should be convinced rather than told
- informal interaction

The project director thinks that practitioners are motivated because of project's credibility and because the project staff listens and uses the ideas of practitioners. They also believe that by working with the project, they will assume some power with NDN and will be able to influence its direction. The project director thinks that practitioners believe they are hindered in their participation because the contract has been preset by OE and that the size and fame of FWL gives the message that "they have got to be right".

Changes in the project have occurred because of the different interpersonal skills of the staff. The staff does not probe participants to get extensive enough feedback, so it now allows for widespread evaluations of products.

The project director feels that the lack of on-site contact with clients is detrimental to the project. The staff uses time at meetings to establish contacts and create relationships upon which they then try to build.

The project director says that the following have influenced the course of participation in the project:

- the P.I.'s time was reduced which had a negative effect on the project
- the staff was expanded and the workload reduced which made the staff more active
- the lack of the competetive award of the initial contract created a negative climate toward the Far West Laboratory
- the "reasonable job" that the project is doing has had positive effect upon the NDN network

One of the risks involved in individual practitioner participation comes with the amount of power that the staff allows individuals to have. An individual can exercise "undue influence" and may not reflect the majority view. The project would like more reactions to its products and finds response, especially to indirect requests, to be low.

## Client Description of Participatory Nature of Study

A state facilitator was interviewed. He said that he participated in the project by receiving information and reviewing materials sent by the staff. He felt that his comments about the catalog format used in the materials and his ideas for it seem to have made a difference in the final product. He has been involved heavily in the project since its beginning with peaks from time to time. He and his staff continue their involvement because the project staff is so competent. This participant has been motivated by the excellent working relationship with the FWL staff and he likes their response and service. The project has had "tremendous" local impact and they use all the materials and information on the local level.

## CONTINUING EDUCATION TECHNICAL ASSISTANCE CENTER

### Project Summary

Under authorization in 1978 to provide technical assistance to colleges and universities and to state boards, commissions, and agencies associated with higher education, the Continuing Education Technical Assistance Center project began a one-year planning effort to develop a continuing education and community service network for technical assistance. Activities during the first year of the project included conducting a technical assistance needs assessment, publishing a monthly news bulletin, developing case studies on critical program development needs, and holding a series of regional meetings on network issues. The project is in its second year of funding by the U.S.O.E. Funds are available until September 30, 1980.

### Principal Investigator Description of Participatory Nature of Study

The project P.I. believes that needs sensing and involving practitioners in the dissemination process are the primary purposes of practitioner participation. One of the disadvantages is that sometimes divergent points of view have to be reconciled. This can be difficult when political issues are involved.

The participants in this project are deans of continuing education and state administrators of Title I of the Higher Education Act. Both groups were invited to a briefing about the project. Some administrators were concerned that they had not been consulted earlier. They now have a significant voice in the project's direction. They also attend field seminars, react to products, serve on the advisory board and attend workshops.

Members of the advisory group, which has never met as a group, reacted as individuals to staff products and attended regional meetings. Four percent of the Title I administrators (1 for each state) influence the project by phoning often with suggestions. About 1% of the deans (about 10 people) call and wrote the project to give it direction. The small percent that is involved is heavily involved. Travel is paid for the administrators to attend meetings. One continuing education dean is paid as a consultant to the project. As a result of participation the following project procedures have been changed.

- a workshop for Title I administrators will be held
- budget increases were made to cover the travel costs of two administrators and of mailings
- the content and form of information in the bimonthly bulletin has changed (more program information and less staff development)
- the project staff decided to work with the existing networks instead of putting a new one in place
- neither group wanted a review committee or panel to evaluate programs as OE had suggested
- in response to both groups, the project will produce a catalogue of information on continuing education programs for dissemination to each group

Practitioner participation has varied. There was little response to a needs assessment, medium response to program profiles in continuing education, but great response in terms of the way programs should be described. The bimonthly bulletin receives much response from deans and directors who add names to the mailing list. The national and regional meetings brought big turn outs and active participation. The project received negative feedback on its developmental validation criteria.

The P.I. feels that the mailings, the small group structure of the field seminars, and the review of products all sustain involvement in the project. In addition, the project staff see themselves as facilitators and not presenters. The participants realize that the staff responds to them. The project staff and the participants agree that the project goals should be to come up with an information design that reflects the needs of the field.

The P.I. believes that the deans and directors are motivated because they will get her technical assistance. They were hindered in their participation because they were not paid. The Title I directors were hindered because they didn't approve of the contract and thought they should have gotten the money directly. After the P.I. attended a Title I meeting and gave a briefing on the project, participation from the project Title I administrators improved. The staff also began making efforts to call people who were marginally involved to ask for their ideas. The staff has attempted to put themselves on the agendas of meetings and respond to the new names added to their outreach list. The P.I. believes these efforts have motivated participants to become involved.

Participation costs more time and money on the telephone. Furthermore, when advice is solicited, a response is expected. Conflicting advice can therefore represent a problem. The project makes recommendations to OE which makes the final decisions.

### Client Description of Participatory Nature of Study

The state coordinator for the EIC project saw his participation, on one of the project's advisory committees, as being that of a state representative instead of an institutional one. He wanted to present a different perspective. He attended two meetings and has been participating for one year. He is motivated to participate because:

- he is concerned about this area of education
- he had developed a network in this area and this work feeds into it
- the group is active, open and stimulating
- he was asked by the Executive Coordinator to become involved

He said that the lack of time to read all materials was a hindrance to his involvement. He felt that his ideas were heard and that the group was responsive to participant input. He felt that he was enriched, personally and professionally, by the experience of meeting others from all over the country who shared his ideas and values. He said that he learned how to build a voluntary network "by observing and participating in the process that CETAC used".

A member of the project advisory council, a participant for the past year, described his participation as attending meetings and communicating by letter and telephone with the P.I. The project involves an exchange of ideas and information and fosters new ideas as well as ways to implement them, the participant says. He feels that he has had input into the distribution of materials, coordinating, assessing and disseminating information, and creating professional development strategies. This participant feels that the materials are good and that the program is run in an efficient and organized manner. He was uncertain whether he had any influence or not because of the consensus approach used by the project. He was motivated to participate because he is committed to this field. He enjoyed working with the project. On a professional level, he says that he gained a broader knowledge and base of information and was able to expand his ideas. He was able to make a better adaptation of his program.

## TEACHER DEVELOPMENT AND ACADEMIC LEARNING TIME

### Project Summary

Using a case study approach, teachers in a number of Oakland Public Schools work with Teacher Development and Academic Learning Time project staff to collect data, participate in planning workshops and produce materials that provided staff development models for other teachers. The research, conducted over a three-year period, focuses on instruction in mathematics and reading at the second and fifth-grade levels. The case studies examined teacher and student perceptions about success and attention rates, the effects of teacher interventions on student learning time and a process for working with teachers in the classroom setting. The core of the program is a series of classroom studies designed to develop and document procedures that help teachers to optimize student learning time in their classrooms. The project is in its second year of funding by NIE.

### Principal Investigator Description of Participatory Nature of Study

Participatory involvement in RDD&I makes research more relevant and, therefore, brings a greater reality to it. A certain amount of control is given up, though, in participatory research. The P.I.'s accountability to the project and the participants' accountability to the project differ. This can cause a conflict. The project staff does try to encourage teachers to be active eventhough the staff and the P.I. do shape events independently of practitioners.

The teachers meet together about three times a year in workshops to examine their own classrooms and their work with the project. They do not exercise group influence on the project. Each teacher is paid a

$100 honorarium and given extension credit toward a degree or higher pay from the district. Some teachers volunteer for the project. Others are appointed but see it as a privilege to become involved.

The Needs Sensing and Program Review Committee, which meets twice a year to review plans, also generates ideas that become project plans. They do not have decision-making powers. The committee consists of teachers, a principal, a university professor, a district representative and a state-level representative.

On a one-to-one basis the teachers influence the project by evaluating classroom activities. Principals also exert individual influence. The degree to which the principal supports the project effects the attitudes of the participating teachers. The P.I. believes that the "principal's leadership is important but neither necessary nor sufficient to determine how a particular teacher will react".

One teacher has been extraordinarily involved. She applied the things she learned to a current events project. This will influence other teachers in her school. This project will become part of her Master's thesis.

At first the Far West Laboratory staff did not give direct solutions to problems that the teachers brought to them. They were perceived as withholding or uncaring. As a result, the staff decided to give more advice to teachers in these situations. The teachers indirectly influenced a change from focusing on evaluation to developing a pilot, controlled study of student success rates. Over time the project staff has come to spend more time with the teachers and to praise and encourage them more.

The P.I. believes that incentives were a factor, but not the main reason, for participation. He believes that the principal's support and the teachers' own interest in interacting with another adult about what goes on in their classrooms were more important. They like "being involved in research". The teachers also perceive Far West Laboratory to be leaders. This is a motivator.

The project staff is concerned about the gap that often exists between research and practice. They want to do better in narrowing this gap. Three of the staff wanted to get involved with the school life of low achieving children.

The P.I. believes the teachers are motivated by a desire to do a better job by helping children who are not learning. He also believes that they want other adults to be involved with their professional work. The P.I. thinks also that teachers desire self-knowledge.

## Client Description of Participatory Nature of Study

Three teachers who participated found the study interesting and helpful to their children. Two commented that, at first, the detailed record-keeping seemed tedious but, as they began to watch the children more closely, they began to notice different behaviors. As a result, they changed their teaching strategies or grouping arrangements. One said she always thought children learned when they were challenged. Now she was questioning that. The teachers participated by monitoring children, talking with the Far West Laboratory staff once a week, attending meetings, and filling out forms. The teachers had varied opinions about the impact of their participation. One said she talked freely but had no idea what impact her ideas had. Another said that her ideas were incorporated with the research ideas to make a really workable teaching technique. The third said that she voiced her opinions and at least one of her suggested procedures was adapted. The teachers listed a variety of motivating factors: to become more aware of children, to help children achieve, to see the results of the study, to make a new friend, to improve the quality of time in the classroom, to earn more money, to follow the advice of the principal.

# CLASS SIZE AND INSTRUCTION PROJECT

## Project Summary

The goal of the Class Size and Instruction Project is to determine how and in what ways the quality of instruction changes when class size is reduced. The project involves a consortium of teachers, teacher educators, and researchers who meet regularly to plan the study, react to emergent findings, and to synthesize and describe results. Second grade classrooms at two sites -- the San Francisco Bay Area and Charlottesville, Virginia -- are participating. Some of the information that the study hopes to gather includes determining what teachers can do with small groups that they can't do with larger groups, ways that instructional group size can be reduced in larger classes, and the economic and policy issues that relate to class size and instruction. Participative methodologies which have been employed include observation, teacher interviews, and detailed case studies. The project is in its third year of funding by the NIE.

## Principal Investigator Description of Participatory Nature of Study

According to the P.I. of the Class Size Study, the purpose of participation is to combine research and dissemination and to give the researcher a deeper understanding of classroom procedures and behavior. Participation in research helps a teacher to use research methodology and to reflect on what he/she is doing in the classroom. The P.I. perceived classroom teachers as participants. The practitioners who comprise the project's advisory group meet once or twice a year to review project plans, advise on research and interpret research findings. The P.I. does not perceive advisory group members as participants in the study.

None of the project participants are seen as decision makers. The five teachers who participated in the study met every two weeks to discuss what happened in the classroom in relation to class size and to discuss the journals they kept. They were asked to think about how class size influenced their behavior and what they would do if their classes were smaller. They chose target children to follow who would benefit from smaller classes. One teacher became involved to a greater extent than the others. She wrote a report of the project and gave a symposium on class size. She is paid for the extra time. The P.I. believes that this teacher gets ideas from the inservice training and tries them out in the classroom. This has added to her professional abilities.

According to the P.I., the major reason why teachers wanted to be involved in the project was that they would be given smaller classes. Other incentives included $300 per year, a day off from school to meet with other teachers, and the advice and problem-solving received from the project staff. At the end of the year, the teachers were taken out to dinner. The P.I. felt that participation was sustained in the project because the teachers had made a commitment to it. The staff's belief that the teachers' views were important may also have sustained interest.

The P.I. thinks the Far West Laboratory and the funding agency have supported the project but have had no impact on the way the project was carried out. The fact that other participatory research is done at the Laboratory encouraged the project staff to include participants in this study and contributed to a "more thoughtful, systematic approach" to participation. The staff had "very little" prior experience with practitioner participation. Because of their beliefs about research, the staff felt they could learn more about classrooms by developing collegial relationships with teachers.

The project P.I. points out several lessons to be learned in participatory research:

- it helps to use verbal and reflective teachers who are not "set in their ways"
- a school may impose certain restraints such as required texts
- a principal can have an inhibiting effect on teachers when he attends a meeting, eventhough he is supportive of the project
- it is difficult to be critical of participants in a study
- decisions about how to give credit for contributions and, at the same time, preserve confidentiality can be difficult to make

## Client Description of Participatory Nature of Study

Two of the participatory teachers were interviewed about their participation. One teacher saw her participation as permitting the "Laboratory staff to complete their evaluation of my teaching techniques". She says that she gave them a basis for comparison in their study. As for the benefit of participation to herself, she said that she learned she was able to work with a constant stream of visitors in the classroom without having it bother her. Originally she had thought that the project staff would assist her in the classroom and lift some of the teaching burden. She did not find this to be the case although they did give her new techniques and materials. She said that she participated in testing activities and commented on child progress. She saw herself involved in the decision-making process "to a small degree". The "rap session", in which she participated, helped to motivate her.

The other teacher in the project discussed participation in terms of its benefits to her and to the children in the classroom. In this case, the teacher's class size was reduced. This provided more time for individual attention and increased the space in the room. As a result, tension and frustration was reduced in the class, attendance increased, and a better atmosphere in the classroom was created. The teacher also appreciated the opportunity to talk with stimulating people outside of the school district. As a result of her participation, she says her enthusiasm for teaching grew. At the meetings which took place with the Far West Laboratory staff, she participated by sharing materials and ideas, planning changes, planning the implementation of the changes, hosting observers, keeping a journal, and counseling and informing children about what was to occur. She reports that she was involved in the project from 7 to 10 hours per week. This teacher claimed that her strongest motive for involvement was her commitment to teaching children. Other motivating factors included "watching the dynamic effect on the kids and all the wonderful things that they could do, seeing their progress, having increased time for parent contact" and being able to give parents positive feedback instead of only dealing with them around problems.

## REGION IX ADULT EDUCATION STAFF DEVELOPMENT CONSORTIUM

### Program Summary

The goal of this project is to develop a regional network of adult educators who will identify, explore, and implement approaches leading to establishment of exemplary programs for adult learners in Region IX. The region includes American Samoa, Arizona, California, Guam, Hawaii, Nevada, Northern Marianas, and Trust Territory.

The increasing enrollment of adult students has led to the development of a variety of programs and materials. This, in turn, has led to the need to provide a coordinated, regional approach to problems such as: 1) establishing a long-range strategy for the development of exemplary adult education programs; 2) collecting and circulating resources and materials; 3) developing quality mechanisms for informing users; and 4) facilitating access to staff development activities and resources. Activities include: coordinating a regional consortium through use of an advisory committee of state/territory adult education directors; furnishing technical assistance in such areas of staff training, assessment, and evaluation; providing a periodic calendar of regional staff development activities; and preparing planning documents for a regional approach to adult education staff development. Funding comes from states and territories in Region IX under Section 309 of PL91-230.

### Principal Investigator Description of Participatory Nature of Study

The Principal Investigator states that practitioner participation helps the project have a real effect. Participation insures that the project is not working in a vacuum.

The Principal Investigator said that developing paractitioner participation is time consuming and difficult. It is easier to work in isolation.

A consortium of seven adult education directors meets three times a year and, in addition, has conference calls. They make group decisions regarding the kinds of services Far West Laboratory will provide and they develop proposals for the next year. Also sixty teachers met in response to a needs assessment and participated in a week-long workshop. There are several levels of possible practitioner participation: 1) Directors of Adult Education from seven states; 2) Project Directors in the States and Territories with Adult Education Projects; 3) Adult Teachers; and 4) Adult Students. Participation occurs at the first three levels. Students participate by filling out an evaluation.

The group of 7 Adult Education Directors is the Advisory Committee for Region IX. No other advisory committee exists at any of the other three levels. The P.I. deals with the 7 directors individually to ascertain needs and develop proposals to meet those needs. Each state/territory has meetings between the state director and staff and the program directors. The program directors hire the teachers and run the program. Individual teachers do not exercise much influence or participation. However, it does depend upon the state. In Arizona the project interviewed teachers this year to find out their needs. Last year they interviewed the administration. Next year they will interview students. These interviews are to evaluate the Arizona State program for the purpose of improving it. This same process is taking place, to an extent, in Guam but not at the other sites. The state staff and the adult education project staff developed the instruments, collected the data, and did the writing. This evaluation included data drom teachers and students. One was done in 1976 and 1977 and the other in 1977 and 1978. This collaboration was an innovative approach. This is group data which by-passes the state and regional directors. Otherwise the project's participation is through the directors.

An incentive for the 7 Directors is sharing and exchanging information with others who have similar projects. They make exotic trips to attend conferences. Red tape for travel is cut in working with the P.I. at Far West Laboratory. They are also required, by law, to spend 10% of the budget on staff development. This is an incentive. All 7 Directors have a high level of participation. The P.I. discussed the role culture plays in the development of practitioner participation. The nature and frequency of meetings via satellite conference calls, requires the rotation of speakers. Otherwise, cultural modes of assertiveness would inhibit participation in face-to-face groups. Letting them know in advance the agenda for the conference call insures that each will have something to say.

The P.I. mentioned other factors that have facilitated practicipation in his project. The reports and publications that the Far West Laboratory puts out help to develop effective participation. Being a good listener and ascertaining the needs has been helpful as an informed approach. You can't go into the territories and tell them what to do. You must first learn about them and develop models appropriate to them. If you do not do this, resentment develops.

Before beginning work on this project the P.I. was in American Samoa as the coordinator of federal programs. Much of his experience with participatory projects was received there. To get things done there required procedures to be wrapped in social interaction and not just be business. Being able and willing to listen was crucial in learning about the islanders. They are polite people, but they won't work with you unless you understand and work within their values and system. This lesson has been validated overtime.

Although the satellite communications with board members has improved participation, it is difficult to make day-to-day contact with practitioners. Mail to Samoa takes one to two weeks. Communication with California and Arizona is much easier. Staff turnover in Guam and Samoa has presented problems.

## Client Description of Participatory Nature of Study

Because the practitioners were involved in negotiations that would effect the future funding of the project, the P.I. requested that they not be interviewed for this study.

## LEARNING COORDINATION PROJECT

### Project Summary

The purpose of the Learning Coordination Project was to produce materials to help train teachers at secondary and postsecondary levels and to facilitate learning in educational programs that make use of experiential learning procedures. The completed package includes four books, a Training Coordinator's Handbook, and a video-tape that supplements the printed materials. The project was funded in 1977 by NIE. The books were field tested in 1978 and 1979.

### Principal Investigator Description of Participatory Nature of Study

The reasons for participatory involvement in RDD&I activities is to insure product usefulness and to refine the product, according to the P.I. of the Learning Coordination Project. He also states it is important to involve clients so they feel part of the project. At the same time client involvement "improves the sensitivities of the professional staff". Participants who were used in this project included a national advisory group which meets three times a year to review materials and offer recommendations, a San Francisco Bay Area review group of local college and university faculty, a group of secondary teachers, and a group of teacher trainees who used and critiqued the materials. The P.I. stated that some advisory group members and some of the reviewers contributed to the development of the project by helping to design an evaluation plan as well as some of the instrumentation. This group significantly changed the evaluation approach and helped define the focus of the products.

Because of past experience with inadequate client review of products, the P.I. included a considerable amount of formal participatory review in this project. Through extensive involvement of others, the training materials were designed to be adaptable to a variety of situations. The P.I. believes that in addition to the structured inclusion of participants, providing consultant fees for this work was important. One hundred percent of the critiques were returned. Other factors included the positive attitude of the staff toward participation and the interest of the participants in the project.

The P.I. believes that there were several reasons why participants became involved in the project:

- the reviewers were interested in the project
- the field trial groups were interested in learning new techniques for teaching
- credit was given to one inservice group
- the preservice group was released from a regularly assigned class
- a small stipend was given for completed pre- and post tests

The P.I. believes that much "up-front" time spent preplanning and talking to faculty, administration and prospective trainees prior to the beginning of the course helped produce a successful series of field tests.

Prior to the beginning of the project, the staff had positive feelings about practitioner participation and this feeling persisted. The P.I. perceives practitioner participation as time-consuming, but essential. It's also important, according to the P.I., to be sure that the practitioners are a representative group. In this study, the staff would have liked more user involvement, but college calendars were full (a year in advance). One difficulty created for project staff by using practitioner participation is in dealing with conflicting advice. Another problem is keeping in constant contact with practitioners to let them know that their support and input is important. According to the P.I., there must be "a critical level of involvement with each person. They must be comfortable in expressing their ideas and feelings and know that they are not being used as a facade. You must have a time schedule and budget that allows for participation. Participation must be real and participants must be personally involved and have a stake in how the project comes out. Progress reports and rewards must be given to them as well."

## Client Description of Participatory Nature of Study

One administrator, two teachers and one student were interviewed. All four found the participation in the project to have been stimulating, in terms of the ideas and materials encountered, the contacts with others in the participant groups and contacts with the Far West Laboratory staff. All four were involved in some way with reviewing materials. The administrator was also involved in training and evaluating. All four participants felt that their comments had impact on the materials and that changes were made as a result of their participation. All were motivated by a deep commitment to experiential education. Two mentioned being motivated by money. As a result of participation in the project, one teacher has become more involved with consulting work and two have expanded their already existing networks of associates in the field of experiential learning. The student, who was apparently practice teaching, began adapting some of the ideas about learning centers and experiential learning to his class of seventh graders.

Only one of the interviewed participants made any negative comments. One teacher felt that "the materials were a disappointment. They were too much, too long, filled with elitist language, educational jargon and were impractical."

## THE RESPONSIVE EDUCATION PROGRAM

### Project Summary

The Responsive Education Program, in its twelfth year of implementation, continued to refine classroom curriculum and formative evaluation processes and to monitor teacher development processes. The project, currently being implemented in 13 school districts across the country, involves approximately 35 program advisors or trainers, 600 adults and more than 8,000 children. Using a model approach to teaching and learning, the program emphasizes cognitive growth through problem-solving, the development of a healthy self-concept, and the fostering of culturally pluralistic behaviors. U.S.O.E. funds the project.

### Principal Investigator Description of Participatory Nature of Study

The most important reason for participatory research is to foster practitioner ownership of the project. This helps make the project self-determining, fair, equitable, and reality oriented. The disadvantages to practitioner participation are that it takes more time, is not as efficient, and that unanticipated issues can arise.

The practitioners in this project are the Local Education Agencies (LEA). Within the LEA are several subgroups of participants which include staff developers, teachers, principals, parents, children and central administration staff. None of these subgroups influences the project politically. Individual teachers and parents have been requested to review or write curriculum materials. Individuals call or write the project about test concerns or district mandates and this influences the project.

According to the P.I., the process of interaction between the project staff and participants insures participation and provides information that becomes a base for what the project does. This takes place during two to four on-site visits and a national workshop. The project staff honors and values diverse perspectives. They share control with the practitioners. The staff focuses on building upon an individual's assets to motivate participation. In addition, the staff develops precise memoranda of agreement between the Far West Laboratory and the school districts which spell out each parties expectations and responsibilities. This has caused principals, superintendents and program directors to participate more fully in the program. The memorandum is a strategy that the project developed to increase participation. In addition, districts were asked to do mid-year implementation assessments. This process caused people to see how they supported Follow Through, and provided a basis for a new, more meaningful relationship between the project and LEA.

Most of the changes that the project has made, as a result of practitioner involvement, have been procedural and relate primarily to instructions and field services rather than to policy formation, administration or evaluation. Some of these procedures include:

- a contact person has moved from a communicator to a trainer/ implementor and now works with a program or group of programs
- the project now includes content as well as promotes a process
- the project staff models how the staff developers are to behave with teachers
- LEA caused the project to narrow its focus to academic skill outcomes. The OE supported this change.
- district mandates have influenced changes
- the OE's shift in evaluation plans influenced project

The P.I. believes that the Responsive Process motivates individual practitioner participation and that group or advisory group counseling can hinder participation. She believes that federal money sustains participation. She thinks that the amount of face-to-face contact influences practitioner involvement. She believes that the Far West Laboratory staff in the beginning and more recently, because travel funds have been cut, are not on-site frequently enough.

The P.I. is not sure how much practitioner based work experience the project evaluators had before they joined the project. Others on the staff had worked in Head Start as teacher trainers. She believes that the history of participation in Head Start has caused staff to be positive about participation. For herself, the P.I. believes more completely in practitioner participation now and worries less about the loss in efficiency.

Participation in the program has been influenced by the elimination of programs with which the Responsive Staff works. Of the original three--Follow Through, Head Start and Parent Involvement--Follow Through is the only one that remains and it focuses on intellectual growth of the child. The focus of training has shifted from direct contact with parents and teachers to working primarily with staff developers.

## Client Description of Participatory Nature of the Study

Two program directors were interviewed about their involvement with the Responsive Education Follow Through Program. Both commented on the training they received, and how they adapted the Responsive Model to meet local needs. One program director has been regularly involved over the past two years and has been part of the network for 10 years. He says that his district was more involved in the beginning when more money was available. Its involvement decreased when the funding level dropped. It is on the upswing again because money is available. The involvement has been hindered by locally negotiated teacher contracts and the lack of state funds. Workshops, new ideas and visits from other teachers have motivated his involvement in the program. Personally, as a result of his involvement in the program, the director said that the emphasis on people's assets, employed by the project, helped him focus on the assets of children and families. This "was good for his own development". The other program director, whose district has participated in the program for 12 years, reports that they were most active in the beginning of the year. Then they participated in a pre-service planning workshop and traveled to Far West Laboratory to participate in it. His teachers, he says, were motivated by the philosophical basis of the Responsive Education Program. They have been hindered, though, by the turnover in the Far West Laboratory staff. The turnover has created a lack of continuity and caused the curriculum to be changed. This makes the program confusing for their staff. He perceives that she has had an effect on the program by keeping up their funding levels and continuing the program.

## EXPERIENCED-BASED CAREER EDUCATION DEVELOPER/DEMONSTRATOR PROJECT

### Program Summary

The Experience-Based Career Education Developer/Demonstrator staff works closely with state facilitators to disseminate information about the model EBCE program and to search out prospective sites for implementation of the model. The project provides planning assistance, training and other technical help to new users of the program, as well as assistance in formulating evaluation processes. One of the major dissemination strategies for the project includes conducting a number of "awareness conferences" for persons who have expressed some interest in sponsoring a program. Other strategies include placing articles in professional newsletters and participating in the National Diffusion Network. The project is in its fifth year of funding.

### Principal Investigator Description of Participatory Nature of Study

The P.I. of this project sees the purpose of practitioner participation to be needs sensing and a means to insure that new knowledge can be used in a practical, feasible way. Practitioner participation also helps begin the implementation process because the practitioner "buys into the change concept itself and works hard to get it done". However, he points out that practitioner involvement can also lead to maintaining the status quo depending on who gets involved and when they get involved. Other disadvantages to participation are that the advisory council may give advice that can't be implemented and or create expectations that can't be fulfilled. Also practitioners may not be able to arrive at a consensus.

Teachers, counselors, building administrators and evaluation people participate in planning by making decisions about how the model which this project disseminates will be adapted. Parents and students exercise influence in this process. During the training there is much informal talking, sharing and assessing whether the training is meeting the staff needs. These group discussions have a considerable influence on the training. Second generation people relate to the project as individuals. They exercise 100% influence/participation. About 5 to 10% of the participants make extraordinary contributions, mainly by being advocates of the program. The amount of practitioner influence on project outcomes depends on whether a district decides to adopt or adapt the basic EBCE model. School district administrators who buy services from the Far West Laboratory are powerful influences because they make the initial decision on the program.

The P.I. believes that motivation for involvement in the project is primarily philosophical. Interest in the project is sustained because the training was designed to require heavy participation. After the first training workshop, the local staff must design the subsequent program and the procedures. There is no pre-set agenda for the second training workshop.

The P.I. worked out a more convenient process with the Far West Laboratory to help schools purchase the training. This encouraged participation. She believes that with more funding, the Far West Laboratory staff would visit adoption sites more often which would be helpful. Contact is maintained in "friendly telephone" relationships.

The P.I. stated that her belief, that authoritative teachers do not belong in the program, has been confirmed over time. Teachers who are committed and value kids are necessary for the program to succeed.

Cost constraints impinge on the project. The process costs more and, therefore, there are fewer adoptions. But they are better adoptions. In the NDN, the number of adoptions and involved students are counted and "this becomes a problem".

## Client Description of Participatory Nature of Study

A Far West Laboratory trainer and a resource analyst were interviewed about their participation. The trainer has maintained his local school EBCE model for four years while helping to implement adoptions of the model in other environments. He hosts hundreds of visitors each year, travels to training sites in New Hampshire, Maine, and New York, and participates in presentations and conferences. Although he doesn't perceive himself as a decision-maker, he "provided the Far West Laboratory with new techniques and ideas for activities in the field and developed a learning activities package". His participation has caused personal burn out, but he feels that "it was worthwhile for his project staff and for himself".

The resource analyst, involved heavily over the two years she has participated, sees her participation as providing high school students with curriculum materials in community classrooms and providing alternative educational strategy. She was involved in evaluation and initiated administrative decisions about the types of resources that were badly needed locally. She feels that, as a result of her involvement, she helps to keep the program operating in the schools. She was motivated by the need to discover alternative ways for children to learn. District administrative decisions, over which she had no control, sometimes hindered her involvement. She says that she derived personal satisfaction from being involved in the program. She has found it professionally stimulating to work witn classroom teachers on a program in which she philosophically believes.

# WOMEN'S EDUCATIONAL EQUITY PROPOSAL DEVELOPMENT PROJECT

## Project Summary

The Women's Educational Equity Proposal Development Project sponsored 20 tuition-free workshops in 20 states reaching over 1,000 people interested in developing grants and projects for women's educational equity. Local site trainers helped to recruit potential workshop participants and identify the special needs, interests, and problems of the participants. At each workshop site, project staff encouraged the development of a support network of resource people. The project staff developed a newsletter, workshop training package and self-instructional guidance materials. One-year funding began in October, 1977 and has been continued for one-year periods through September, 1980 by the U.S.O.E.

## Principal Investigator Description of Participatory Nature of Study

The project P.I. perceives the purpose of participation to be needs sensing and to provide credibility and accountability with community organizations. The logistical problems that develop when attempting to get feedback, especially from non-print oriented individuals, makes practitioner participation difficult.

The participants in this project are:

- community-based groups (YWCA, women's centers, commissions on the status of women, RAPE crisis centers, battered women's groups, minority women's organizations)
- regional workshop trainers
- resource people

The resource people serve as a bridge between community groups and the project. They represent workshop participants.

During the first year of the project, trainers belonged to an advisory council which reviewed materials, workshop plans and recruitment strategies. Since then all 19 trainers have been used to review plans. The trainers exercise individual influence by planning and conducting workshops. Between two and five percent of practitioners suggested that the agenda or location of workshops be changed and the project changed it. Evaluation forms and a telephone survey gather year-end data from trainers and community organizations. The level of return is 50%.

As a result of evaluation information, personal contact and brainstorming with trainers, two significant changes have taken place in the project:

- the length of workshops was changed from one day to two days
- the locations for the workshops were moved from hotels and universities to YWCA's and community centers

A variety of factors may contribute to motivating participation and sustaining it according to the P.I.:

- the quality of training given and the responsiveness of the project to needs
- evaluations and needs assessments motivate community organizations
- community co-sponsors encourage people to attend
- one regional training task is to get people to participate
- the P.I. uses an informal approach and believes strongly in participation and decision making by staff
- all staff is open to suggestions and have established good rapport with trainers and community people
- the P.I. and staff give feedback to trainers and let them know what has been done

P.I. believes that trainers and community people became involved because they believe in the importance of the work of the project. The cost and time required may have hindered community people from attending workshops and participating in the evaluation. The staff, too, believes that what the project is doing is important. The staff is convinced that a project that serves rural and minority women can't be credible without practitioner input.

Some changes effected the project. Trainer's salaries were increased to get the quality of trainers who would stay with the project. The newsletter, which was suggested by OE, encouraged participants to give input to workshop plans.

## Client Description of Participatory Nature of Project

Two workshop participants were interviewed. One works for the NYC Commission on the Status of Women. She was motivated to attend the workshop because the commission has considered submitting proposals and no one on the commission is skilled in writing them. This participant was pleased with the way the workshop was organized. It was free and the materials were excellent. The location was convenient and this woman knew others who were attending. She felt that she had no impact on the project, though she did fill out an evaluation. She felt a good atmosphere was created in which to ask questions. The workshop reinforced the basic ideas she held about proposal writing and helped improve her writing skills. The workshop offered an opportunity to renew personal and professional contacts. In fact, she subsequently worked with the woman who ran the workshop.

The other woman, a Sex Desegregation Specialist for a Title IV grant, attended the workshop because "in the course of my job I might need skills in proposal writing". She mentioned two hindrances to her participation: 1) the materials did not arrive in time so that they could be reviewed before the workshop; and 2) transportation to the location of the workshop was a problem. She felt she got a beginner's knowledge of proposal writing.

## WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK

### Project Summary

The Women's Educational Equity Communications Network is a nationwide communications information and referral service devoted to furthering the educational equity of women. During the second year of its funding, the project continued to collect, screen, classify, and store information related to both the formal and informal education of women. In addition to its crucial networking function, WEECN publishes a free, weekly and quarterly bulletin reporting on current issues and activities relating to women's education. Other useful materials generated by WEECN include bibliographies, information guides relating to nontraditional job opportunities, as well as information about specific concerns of women in educational administration, women with disabilities, women re-entering the work force or educational system, and women who live in rural areas. Funding began for the project in October, 1977 and will continue to September, 1980. U.S.O.E. is the funding agency.

### Principal Investigator Description of Participatory Nature of Study

In the beginning of the interview, the Principal Investigator stated that the purpose of RDD&I was needs sensing. This could be done formally by a questionnaire or informally when working with or talking to practitioners. However, in the next paragraph, she says that not only was a group of special interest women put together to give advice about a publication, but they went on to write it. This same procedure was used to write two other special interest publications. Practitioner influence was most evident in 11 of 19 tasks including such functions as linking and liaison, acquisition and selection of materials, authoring papers and mailing out brochures. The P.I. states that individual practitioners do not set policy, but that transactions with them form the basis for creating policy. In response to each request for information, a postcard is mailed requesting feedback on services or publications. Ten thousand people have interacted with the project. The P.I. also defines participation as the "use of project services".

The advisory council which is chosen to represent broad practitioner groups gives guidance on publications and reviews them. They also advise on ways to reach additional audiences and review the appropriateness of project goals. The council meets twice a year.

According to the P.I., the staff is willing to work closely with practitioners and to extend itself. The helpfulness of staff has been mentioned by participants on the return postcards. All of the staff had field-based experience that involved practitioners before joining the project. According to the P.I., the staff tries to stay in touch with practitioner groups by attending at least one conference per year so that they can have direct contact with users. "Since participation is use of project services, the staff is becoming more skilled in designing approaches to encourage the participation of practitioners", P.I. says.

## Client Description of Participatory Nature of Study

A publisher-writer and an administrative assistant and information specialist were interviewed. The publisher-writer said that she participated in the project by "writing a bibliography on rural women". She perceived of herself as a decision-maker when she wrote the bibliography. Through her participation she felt that she helped represent the interests of rural women and provided the project with contacts in that constituency. The greatest hindrance to her participation has been the current workload on her full time job. The benefits that she says she received from her participation were learning how to organize materials and enjoying the contact with people outside her region.

The administrative assistant and information specialist participated in this project by using it as a resource for own work. She was motivated to participate by her need for materials for the clearinghouse which she is putting in place in Michigan. She found the information to be useful and sent it to other people in her state involved in women's equity. She was specifically interested in the women administrator's program and sent the information to state legislators. She has participated in the network less than a year.

# TEACHERS' CENTERS EXCHANGE

## Program Summary

In the Education Amendments of 1976, Congress authorized funds for the establishment of "teachers' centers", local school district-sponsored locations where working teachers could pursue professional improvement directly related to their own classrooms and responsive to their definitions of their own learning needs. Teachers' centers were established within local school districts, IHE's, and as independent organizations, starting in 1968, long before the Education Amendments of 1976 authorized funds for federal support of teacher centers. The Teachers' Centers Exchange was begun in 1975 after a 14-month feasibility study among the then-existing informal network of teachers' centers. The Exchange is in touch with approximately 400 centers and potential centers--groups planning to start centers--throughout the country. The Exchange not only wants to facilitate communication among centers and individuals, but also wishes to study the dynamics of this informal, interactive "networking" as an educational exchange process. The Center gathers information, describes centers' programs and services, exchanges information, ideas, and opinions, writes informational and issue raising papers, and, most important of all, puts people in touch with each other. The Center also provides mini-awards to encourage and strengthen communication links among experienced teachers' centers and individuals wishing assistance to start one. Other participatory activities include the sponsoring of Workparties - small conferences that bring teachers' center leaders together around issues of mutual concern. The Teachers' Center Exchange is in its fifth year of funding.

Principal Investigator Description of Participatory Nature of Study

At first, the principal investigator defined participation to be advisory in nature: a process to clarify and enhance project plans and to build, into the early stages of a project, the beginning of an implementation effort. The ten member project advisory council meets once a year and was described as a "sounding board". However, both the "in-service professional" project participants and the advisory council appear to be very influential. In fact, the P.I. described the teacher center directors and staff, the main group of project participants, as the "project's daily life". A core group of about 100 teacher center professionals around the country "strongly influence the project from their experience and knowledge". The project staff makes contact with one or two people a day. This contact occurs throughout the year with people from the 400 teacher centers around the country. About 10% of the participants in the project have contributed to the development of the project by:

- writing essays on teacher centers
- presenting at conferences, workshops aand conventions
- consulting to help other teacher centers get started

The incentives for participating in the project include publication and professional recognition, possible consulting fees, and the support and contact with the project staff. The project has grown as a result of the following individual and group influence:

- advisory committee recommendations that the project help grass roots centers relate to OE federal centers
- project became a clearinghouse and repository for publications about teacher centers as a result of its contact with network leaders
- project staff was increased to meet the response from teachers and teacher centers

The project P.I. believes that the following formal and informal factors encourage, motivate and sustain project participation:

- a warm, personal network enhances trust
- holding small, intense conferences that build relations
- face-to-face visits by staff
- mini-awards to subsidize visits between centers
- publication and use of leaders' opinions
- a published directory of members enhances communication
- the collegial attitudes of staff
- a willingness of the project to take guidance from the network, to revise its activities and to be flexible
- the staff commitment to the project
- the staff sharing of information about a client
- all communications are recorded by staff

The P.I. perceives participants are motivated to be involved because of the productive, practical, professional and stimulating contacts that result from their participation. Some participants may be hindered because they perceive the network to be too personal and may not feel part of the "in-group".

Continued project participation has been enhanced by making the mini-awards for travel easy to get and by putting project money into phone calls and staff travel to be in touch with clients on "client terms". The project P.I. found that Far West Laboratory supported giving out small amounts of money and this was accomplished with ease. The mini-awards are a result of NIE's influence on the project. The project staff, who were committed to a developmental approach to learning, have become increasingly confident as a result of their experience with participants. The staff believes that teachers need to be allowed self-definition and they see this as a more widely held view than they had originally anticipated. They continue to believe that teachers need to be involved in substantive learning issues rather than political issues. Maturing network relationships have increased the staff's knowledge of available resources. Individuals in the network have gained influence in the profession over the passage of time.

As a result of practitioner participation in the project, the P.I. has occasionally disagreed with the project's director at NIE. The P.I.'s definition of the teachers' centers movement is much broader than that held by the director at NIE. The P.I. believes teachers' centers should provide an in-service program for all teachers in the service area rather than to respond only to the interests and requests of those teachers who volunteer to be actively involved in the center. The P.I. pointed out that one of the disadvantages of practitioner participation is that practitioners may not have the background and knowledge of researchers and this may lead to mistrust and misunderstandings. This is not a disadvantage experienced at the Teachers Center Exchange.

## Client Description of Participatory Nature of Study

Three teacher center directors were interviewed. One director had been involved with the Teachers' Centers Exchange since the initial planning. One director has participated for four years and one for 18 months. The Center Director who has been involved in the project as "a leader" lists a variety of activities in which she participated. They include giving workshops, budgeting, supervising, setting up developing concepts, needs assessment, keeping up-to-date on professional developments, contributing to professional conferences and publications, performing janitorial and clerical services, organizing staff, working with teachers to help them develop personally and professionally, and doing research. This participant defines participation as "having a part in whatever is going on". She does not appear to differentiate between activities in the teacher center and exchange activities. This participant takes responsibility for the original concept of "putting people in touch with each other" and stated that "this program is the embodiment of everything I believe in. It is rewarding to see one's ideas being implemented and surviving. Teachers' Center is a good vehicle for the Laboratory disseminating what I believe in -- my educational ideas". Her original motivation for participation in the project was to make things better for kids, "a commitment to kids and a way of learning". She lists the hindrances to participation to be lack of money, staff burnout, lack of understanding and a need to constantly justify and explain. She perceives herself, obviously, as participating in decision-making: "I am decision-making every minute. I am accountable to myself and my standards."

The Center Director who has been involved with the Exchange for four years defined participation in terms of the activities in which he had been involved. He, too, perceived of participation in terms of decision-making, but in a more limited way, focusing on the decision-making involved in suggesting topics for work parties and participating in presentations at them. He also referred to the resources and contacts that the Exchange furnished and the fact that the "Teachers' Centers Exchange is a phone call away". He said that any request he has made to the Exchange has been answered. He has made approximately 50 requests. He thinks that because of his center's connection to the project, his center has avoided much trial and error. In addition, because of his publications, encouraged and published by the project, he and his center have received national recognition. This has both motivated the staff at his center and made the Board of Education aware and appreciative of them. Visitors from all over the country have visited the center. This has increased the local commitment to the project. Professionally, this participant feels he has grown and his reputation has grown at the state level. The attention and validation he has received gives him personal satisfaction and makes him feel appreciated. The Exchange was instrumental in helping him to expand his image of himself and has made his basic commitment to teacher centers a less lonely battle. The only hindrances that he perceives to participation are time and money: the "amount of money that the Exchange can pay is not the full cost to cover participant involvement".

The third participant who has been involved with the Exchange for 18 months sees the network as a resource he can count on. His participation includes attending workparties, using publications and materials, using grants for travel, requesting assistance for help with a policy board conference, and access to a tremendous network. He does not perceive of his involvement as including decision-making. He refers to it as "sharing". The motivation to be involved with the center came from the fact that the Exchange is "far more realistic about the needs of staff, particularly teachers, than anyone I have ever met". The effect that the center has had on him, personally, has been to make him feel welcomed and nourished by the friendly contacts. In addition, the quality of people he met at the workparties and the quality of information he got was good.

## EDUCATIONAL DISSEMINATION STUDIES PROGRAM

### Project Summary

The Educational Dissemination Studies component of The Educational Dissemination Systems Support Program conducts two ongoing research efforts. The purpose of one study is to design methodology and instrumentation for collecting and analyzing information about current linkages supporting D&U activities within and between educational organizations. The other synthesizes current information from various social science disciplines about the way practitioners in education and related fields acquire and use new knowledge. The Special Studies component of the program provides a capability for mobilizing scholars, technical experts, and dissemination practice leaders to work with staff to conduct problem definition, exploratory studies or other kinds of analyses that may be needed to respond to unanticipated requirements or opportunities. Besides completing a number of studies during the year, workshops and conferences were sponsored. The study is in its third year of funding by NIE.

### Principal Investigator Description of Participatory Nature of Study

According to the P.I. of this project, the "views of significant others are represented in what he does". The significant others are:

- NIE sponsors
- Far West Laboratory staff
- researchers, evaluators, and scholars
- other federal sponsors who have information needs
- project directors of various dissemination programs across the country

The benefit of this program to educational practitioners is the wide range of educational information distributed through this projects' broker/organizer approach to dissemination.

All three staff people have previously worked with practitioners. They feel a general dismay that change is so difficult to effect. Because of this understanding, they are patient in their work. The staff has tried to get others to differentiate between the roles of individuals and agencies, the information they need, when they need it, and how they get it. The project believes that disciplined inquiry will allow them to know how to influence knowledge use by educational practitioners. The P.I. believes that people tend to suffice instead of optimize when it comes to solving problems. Yet, he also believes that practitioners are professionally motivated and want to deal with the complexity of real situations. The staff operates as though people generate from a rational basis. The P.I. believes that most people are intelligent amateurs when it comes to educational dissemination and that there is no formal study of educational dissemination. For these reasons, the staff's attitudes and beliefs have been specific to individuals and organizations.

Over time, the project has been more effective dealing with scholars and less effective in dealing with project people. The value of working with other R&D projects has been reinforced.

The P.I. feels that the risk is low in working with practitioners because they choose carefully with whom they will work. However, the risk is greater when working with agencies which might have internal problems. The P.I. feels that communication and negotiation are needed. Eventhough practitioner participation costs time and money, the project gets broader support and a higher quality product. The P.I. believes that participant equity does not happen. There are all kinds of "participants". Significant participation tends to be rare. Few, if any, critical decisions are put in the hands of practitioners, he believes. Usually there is very little at risk in those decisions that are participatory at the Far West Laboratory. Only advisory comments are accepted. The project must stand or fall on the P.I.'s decisions.

## Client Description of Participatory Nature of Study

Two scholars were interviewed. Both project consultants felt that their participation was steady and that they were involved in every aspect of the respective projects. Both defined their participation as the opportunity to develop further directions in their own research and to extend their understanding through contacts with experts in the fields. One consultant was motivated by the relative freedom to follow his own ideas. The other said his incentive was the chance to develop a "state of the art" work with other professionals. One consultant found hindrances to his work. There was not enough time for the project and difficulty in determining a uniform work agenda for everyone working on the project.

The effects perceived by the participants on them and on the project were similar in kind but different in degree. One consultant felt he lent the project needed leadership while the other felt that some of his own ideas were visible in the project. One consultant said that it is likely he will pursue a course of study different from what he normally would have if he had not been involved in the program. The other said his involvement "caused a turning point in his professional career". He said he earned a great deal of national recognition and the project allowed him to develop his own area of interest and to pursue it. It stimulated his professional growth.

## EXPERIENCE-BASED CAREER EDUCATION

### Project Summary

Experience-Based Career Education, a seven-year program, uses the community as a school and provides the means for students to participate in learning experiences that blend growth in academic subjects, career development and basic and social skills. EBCE asks competent adults from all sectors of the community to share their daily activities, skills and knowledge with students. The students play a central role in planning and carrying out their own learning experiences. The instructional program focuses on core "process skills" such as inquiry, problem-solving, decision-making and basic communication, reading and mathematics skills. The Far West Laboratory's EBCE staff, one of four across the country, provides direction, support, resources and evaluation processes at selected centers. More than 150 EBCE programs operate in each state. NIE first funded the program in 1973. Funds are available through November, 1982.

### Principal Investigator Description of Participatory Nature of the Study

The most important and vital reason for participatory R&D, according to the P.I., is to link the user of the project services with the development of them, thus beginning to build dissemination into the development phase. Practitioner involvement also contributes to the final usefulness of the research. By involving practitioners in the development, research inquiry necessarily becomes less disciplined, a disadvantage the P.I. considers to be outweighed by the advantages of practitioner participation.

The participants in this project are students, counselors, principals, community resource people, and parents. The following groups met, advised, and significantly influenced the project: a resource committee, a policy advisory committee, and parent, student and staff groups. A high percentage, 67%, of parents participated. The P.I. believes this happened because the students who were involved talked so much about the program that the parents wanted to find out about it.

Participants in the project have influenced the development and direction of the project. In its early years, 1973-1976, the PAC met monthly, parents met three times a year, and students met more than once a week. Administrators also met with Laboratory staff seeking help and advice during this period. During the first year of the study, groups met to study how the project could be replicated. However, the groups decided they wanted a dissemination of the project, so NIE changed its course and backed a dissemination effort.

At each site, there is a practitioner advisory council which is built into the project model. Members of this group are drawn from business leaders, parents, students and community leaders. According to the P.I., the practitioner groups influence the project but are not decision makers. They help to solve problems and become advocates for the program. Their meeting times vary. They meet more often when there is a problem. Individuals on these councils have exerted individual influence in the areas of work ethics and dress. Two students report to each advisory group meeting. The presence of students is a powerful influence on these groups. The presence of a variety of resources is a secondary source of power. The model provides for involvement. No incentives or rewards are given to businessmen, parents or students.

Practitioner involvement has had several effects on the project.

The staff reassessed how much time resource people could put into the project. The model was modified to reduce its costs. A decision was made to have students take their foreign language study at a community college rather than at the regular high school. No varsity sports are included in the model. Practitioner influence was most evident in this project in designing the model. In one case, the PAC structure was changed to include subcommittee areas of focus. This was a practitioner's suggestion, and it solved the problems of poor attendance at PAC meetings.

Both formal and informal structures are responsible for motivating and sustaining participation in the project. The staff are good listeners (and if they weren't -- if they had "a mission or answers" -- they would fail). The formal structure of the PAC was built into the model. The P.I. points out, however, that a formal structure for encouraging participation must follow informal contacts. "You must have information to develop a formal structure". He goes on to say that practitioners regard themselves as competent, independent and proud. Premature attempts to involve them in a structure may not allow them to "give their speeches and give their input".

The P.I. believes that the following different factors caused practitioners to become involved and stay involved in the program:

- the school principals believed in the program and opened schools to it
- the behavior of students effected the resource people on the PAC
- the appropriateness of the subject matter to students' socio-political beliefs
- employers believed the project would make students more employable and thus make their job easier
- parents saw change in their children -- they talked more at home and ate with their parents

- involved parents sustained student involvement during crises
- students felt involved in planning their own education and career exploration

Because of an inhibiting factor at the Far West Laboratory, an inability of students to relate positively with the development and evaluation staff, the P.I. moved his office to Oakland to be near the project for one year. NIE's commitment to participatory research was an important influence on the project. The P.I. believes that the lack of resources in the contract restricted the Far West Laboratory staff from being as involved as they might have been. However, this might have caused participants to solve their own problems. Staff changes at USOE and NIE influenced the project. Those people with structural vision impeded the project. Those who came on board and were interested in the participatory process encouraged the project.

One of the short term risks, according to the P.I. , of participatory research involved the ripple effect of practitioner's talking to each other about the project out in the community. However, the risk of not engaging practitioners in the project is greater, says the P.I. Another attitude that has impinged upon the project is the attitude of some researchers. They believe that participatory research is "sloppy". A barrier to adoption served as a catalyst for the project to develop a workbook on adoption.

## Client Description of Participatory Nature of Study

Two individual participants were interviewed: 1) a director of parks and recreation who served on the Project's Advisory Board for seven or eight years and 2) a learning coordinator and resource analyst who implemented the model two-and-one-half years ago. Both participants felt they had decision-making power in the participatory process and both felt they had made considerable contributions to the project. The learning coordinator said he "gained career advancement because of this experience". His participation in it encouraged him to enroll in a Ph.D. program. As a result of this involvement he realized that he is an experience-based learner himself. This type of learning "brought a new consciousness to my life" which motivated him and sustained his interest in the project. He began training in 1976 and has become more and more involved. His involvement has been particularly heavy now that he is functioning on a statewide level.

The parks director was consistently and heavily involved during the first four years. Other commitments on his time have become a hindrance to his participation. In addition, he perceives that "when the schools were committed to the project, participation on the part of board members was greater and generated more enthusiasm". Participation for him meant "a greater relationship between the schools in Oakland and himself and the Far West Laboratory". He felt that because he knew about the resources in Oakland and had considerable experience with youth, he was able to share his expertise and bring students into direct contact with helpful resources in the city. His own philosophical beliefs about the importance of students committing themselves to programs and having them guide their own activities were strong motivating factors for his involvement.

## PROJECT EQUITY SEX DESEGREGATION ASSISTANCE CENTER FOR REGION IX

### Project Summary

Project Equity provides public, K-12 school districts in Region IX with assistance in eliminating sex discrimination. The project maintains a Materials Support Center to select nonsexist resource materials. The training staff disseminates the materials to participating school districts. The following services are provided:

- needs assessment
- development of a systematic, long-term plan based on the needs assessment
- technical assistance, such as consultation and planning, to achieve compliance with sex equity laws and regulations
- in-service training, staff development, workshops and conferences
- sample resource packets and assistance in setting up sex equity resource centers

### Principal Investigator Description of Participatory Nature of Study

The project P.I. sees participation as providing needs sensing and product and service refinement. Like many other P.I.'s, she states that participation costs time and money. She describes the participants in this study as the regional subcontract staff and the school districts The regional subcontract staff of nine members meets every two months. Two thousand school districts in the region are being served by the project.

The following changes have taken place in the course of the project:

- the regional staff requested the P.I. to make more decisions and present the decisions to them for modification and evaluation. They wanted to learn skills and not be involved in management.
- one influential woman was changed from an advisor to a long-term consultant

- the staff "rebelled" over excessive paperwork. They designed simplified, standardized forms for evaluation, cost proposals, etc.
- media presentations are now included in-service materials

The P.I. has observed that younger people tend to contact the program for assistance more than older people. She believes that the older people do not need as much assistance. In addition, staff members who work in remote areas contact them more frequently than those with local free resources.

Practitioner involvement at the subcontract staff level varies. One-third of the sub-contract staff contact the project frequently, one-third occasionally, and one-third rarely. Two out of the nine contractors are involved in extraordinary ways. As a result of individual interest and involvement in a particular issue, the project developed a film on women and vocational education. The only reward for extraordinary involvement is "prestige", according to the P.I. Most of the influence on the sub-contract staff comes from the requests of the main staff for the development of packet topics.

The key factor that motivates involvement in the project is the desire for prestige gained by an association with the network. Those people who have prestigious "other" positions influence the group the most.

The formal structure of the project allows participatory management. The P.I. of the main contract often stresses commitment of participants to attend meetings. The staff makes an effort to get feedback and evaluations of the information packets that are developed. The coordinators who distribute the packets have the evaluations. The staff has not yet received this data.

The P.I. believes that freelancers are philosophically motivated to become involved with the project. The accomplishments of the project sustain their involvement. They are also motivated by services that will make their jobs easier. They are hindered by too much effort for too little return.

Client Description of Participatory Nature of Study

Two program coordinators were interviewed. One had participated in the program for 13 months and the other for two years. Both use the project as a resource. Both feel that they have had an influence on the project. They each made suggestions which the staff implemented. One contributes articles and photographs to the newsletter.

One coordinator was motivated to participate in the project because her school district is committed to advocate sex equity. She said that her awareness of resources in the field has increased because of the project. And she has developed friendships with the Far West Laboratory staff with whom she has consulted. She uses the project more intensely when she is planning a workshop.

The other coordinator says of the project: "they are saving me many, many hours of research that I don't have to do on my own". She is also motivated by the project's "participatory management". She says the attempt to reach some consensus is very satisfying. It is a trade-off for the long meetings. The project has made her aware of new resources and has stimulated her to develop new ideas and to try different strategies.

## THE LINKING CONSORTIUM

### Project Summary

The purposes of the consortium are to help local educational agencies solve locally defined problems in the area of reading, to target a major portion of the support to students of minority populations and students living in urban or rural areas, and to conduct active research on linking. Linking agencies in six states receive support to help four local educational agencies accomplish the following:

- identify specific problems in the area of reading
- explore the applicability of relevant R & D outcomes
- select and install an appropriate program to address the problem
- evaluate the effectiveness of the adoption on the students and school as a whole

Representatives from each linking agency meet and serve as an Advisory Councial to the Network Coordination staff. The project is in the third year of funding.

### Principal Investigator Description of Participatory Nature of Study

Participation in this study was described by the P.I. as being dissemination that provides teachers with curriculum materials and consultants. The project P.I. noted the following disadvantages to participation:

- practitioners can become dependent on the linking agency
- schools can become threatened when they see the real problems that they face
- the school staff may not be committed to change

The P.I. said participation also occurred in decision-making. Teachers, chosen for their leadership qualities in the schools, parents, and school administrators met to establish criteria for the program. This group later became the Evaluation Decision-Making Group, a group the P.I. thinks will help sustain the project after the linking agency disengages. In the beginning of the project, project directors intended to act as the advisory council. However, this did not happen because the linking agent worked closely with practitioners and made decisions based upon this advice. Two teachers in each school were recognized as key people who could disseminate the program. The linking agent often consulted with them. Each teaching staff met twice a month with the linking agents. Group meetings of teachers, parents and administrators took place twice a month during the first year and once a month during the second year of the project. The linking agents formed their own national network and called each other for advice and counsel. They met twice annually.

Individual participation and influence is exercised on a regular basis by one or two people in each school who make decisions and who have become the informal advisory council. Extraordinary involvement is seen by the P.I. as the ability to be flexible and accept change. The rewards for participation are intrinsic: the teacher sees children change, their motivation increases, their cognitive scores increase, and their peer interaction becomes more positive. As a result of this, the parents support the program and help to sustain the interest of their children.

Individual practitioners were responsible for procedural changes in the program. Teacher training times were changed at the Laboratory and teacher aides were included in the program. Because of extraordinary involvement on the part of a liaison teacher, the program was started in her school in the lower grades. The P.I. perceives parent involvement as being the program area where participation was most evident. In one school, 75% of the parents attended meetings in the second year and 80% attended meetings in the third year. Prior to this, parents had not been involved. The principals participated least in the program. The participation of parents was perceived to be a factor that motivated students and teachers. Parents participated formally in the program by assisting in the classroom. The teachers were also motivated by the cognitive gains made by the students. These gains changed the students' self images and their behavior. However, the P.I. thinks that the teachers would say they were motivated by the following:

- having access to external expertise
- making a visit to the original demonstration school
- feedback from the original teachers and trainers in the project
- working only 1/2 day and being freed of paperwork and recordkeeping

Interest was sustained in the program because the teachers, themselves, originally chose to participate. A feeling of trust developed between them and the Far West Laboratory staff. The teachers developed a feeling of ownership of the project, according to the P.I.

Both the P.I. and the linking agent had previous experience in problem-solving and in working with group process within schools and with administration. As a result of their involvement with this project, the staff is more aware of the need to assess their expectations of students and to take the needs of teachers into consideration. In the course of the project, a supportive principal left a school. This influenced the project. In another school, the project asked for the support of the principal. He gave it by hiring someone to pull the teachers together and get the program moving.

Whether printed material is available or not can effect practitioner participation. Materials which had been used in one city were depleted. Now, because they lack the materials, they cannot expand the program. In the beginning, one district had to print the materials themselves, as part of the project because they were not available. On the other hand, the materials were not accepted in one district. Obviously, materials can be a risk, problem, cost and barrier. They were an important factor in practitioner participation and influenced this project.

## Client Description of Participatory Nature of Study

Two teachers for the reading programs were interviewed. Both had been involved with the project for three years. Both created learning environments, selected materials, worked with children and teachers, acted as liaison with the Far West Laboratory linking agent and recruited volunteers. Both teachers said that participating in the project helped them refine and develop their professional skills and self-confidence as well as have new professional contacts. One teacher said her main motive for participating was to work with children. The main hindrances to her participation included job insecurity, lack of initial district support, and the energy draining politics. She felt she participated in most of the decisions that were made relating to the running of the reading lab. Her involvement was constant. She was paid for 50% time but worked 75% time. Her tasks included putting the program in place, coordinating it, and teaching in the lab.

The other teacher, who also organized and coordinated a reading laboratory, said, "I became a Title I resource teacher and so I changed my entire job which had been just a regular classroom teacher. I also changed my outlook as a teacher from being dictatorial to allowing children more freedom to make their own choices and to trust them with the responsibility for their own work and success. A lot of my attitudes were truned around as a result of my motivation in this project." This teacher was motivated by her excitement with her new role and a chance to do something new and learn something new. She says that one hindrance she experienced to participation was that she wanted to make more decisions. Finding funds to purchase materials which the Far West Laboratory couldn't afford was another hindrance. The divergent philosophical views held by the staff was also a hindrance. She felt that some of her personal qualities had an impact on the program. She mentioned, in this regard, her insistance on striving for high standards of excellence, completing tasks and her ability to organize.

INTERACTIVE RESEARCH AND DEVELOPMENT ON TEACHING PROJECT

## Project Summary

IR&DT, an alternative educational R&D strategy, places teachers, researchers, and trainer/developers together to inquire as a team, beginning with the initiation of the R&D process, into those questions, problems, and concerns of classroom teachers. The team is charged with conducting research and concurrently attending to the development of training based both on their research findings and the research methods and procedures employed in their study. Decisions are made collaboratively. Each member of the team has parity and shares responsibility for the team's decisions and actions throughout the entire process. Though it might not be possible for all six features to exist in an ideal form, all must be manifest in some way.

Two teams, each comprised of a teacher, a research, and a trainer/developer, spents 15 1/2 months implementing the IR&DT strategy and in the process served as subjects for the IR&DT study. One team, located in San Diego, California, was comprised of employees of the San Diego Unified School District. The other team, comprise of people from local educational institutions, was located in Vermont. A National Advisory Panel, selected to reflect the perspectives of the variety of constituencies potentially affected by outcomes of the study, served as external critics and advisers to both the IR&DT study staff and the two IR&DT teams.

## Principal Investigator Description of Participatory Nature of Study

The P.I. stated that the purpose of practitioner* participation is to ensure that collaboration between each contributing teacher, researcher and trainer developer is focused upon the problems of classroom teachers in order that solutions derived are real, practical and useful to the teachers.

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*Practitioner here refers to persons who practice the profession of either teaching, researching or training/developing.

Two practitioner teams, one in Vermont and one in California, made up of teachers, researchers, and trainer/developers were created to address the problems or questions of concern raised by the public school classroom teachers on the team. Each team met several times over a 15 1/2 month period to develop the course of their project.

There was a national advisory panel. The panel was comprised of persons who represented the three classes of practitioners. It had advisory powers and approved the research topic, both the research and training development designs, and the final report. The panel met twice a year.

The P.I. stated that the teachers more experienced in educational innovation participated at a higher level than less experienced teachers. As a group, teachers gained the attention of their team more than the other two role groups (researchers and trainer/developers). Individually, researchers gained the attention of the team more frequently followed by the trainer/developers. Although the researchers and trainer developers contributed more to discussions that focused on their domains, these two groups yielded to the teachers for the selection of the project question or problem to be researched.*

The P.I. said that the Far West Laboratory project staff treated the practitioner team members as adults, equals and colleagues. The P.I. believed that the individual team members trusted the Far West Laboratory staff and respected them as researchers and people who knew a lot about classrooms.*

The P.I. believes that practitioners were motivated to become part of the project by the opportunity to enter into and participate in a caring relationship with other team members to solve problems that were important to them. The teachers enjoyed being seen and treated as experts rather than as subjects in an educational experiment. The teachers experienced personal and professional growth which also motivated them to continue to participate in the project.*

The P.I. states that practitioner participation in his project was insured because the following three strategies were used: Practitioners were 1) involved in a team composed of teachers, researchers, and trainer/developers; 2) had parity in decision-making at all levels; and 3) participated in the concurrent conduct of research and development activities.*

### Client Description of Participatory Nature of Study

Both clients described themselves as researchers. One was active in the project from the beginning, contributing extensively in the writing and analysis phase. The other joined the project after a trainer resigned. She continued with the project for over two years.

One client said that participation meant that he gained additional insights into classroom operation and learned more about participatory research. He perceived that he was involved in decision making because he formulated the initial proposed design for the research plan and the procedures for the organization and collection of data. He was motivated by the desire to pursue research and to develop new concepts. He was hindered by the time and energy he had to devote to another project in which he was involved. He felt that his participation was responsible for the systematic development of the research process used in the project. Also, a readily readable and understandable report was a product of his contribution. He experienced personal and professional growth in research skills and he learned a great deal about the politics of federal projects.

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*These statements by the P.I. are based on empirical data reported in the project's final evaluation report.

The other researcher defined a participant as "one who is actively involved in a project". She said that her participation gave her the opportunity to work with persons on a state and national level with whom she would not normally have worked. She also developed new skills in research. She said she was motivated by the opportunity to learn new skills and knowledge in new research areas. She felt some limitations because the deadlines were difficult to meet. As a result of her participation on an interactive research team, she was able to use this project as the topic for her Ph.D. dissertation.

## WORK VALUES PROJECT

### Project Summary

This project seeks to provide a set of substantiated recommendations concerning the proper role of the schools in fostering work-related values among students and to assist the schools in performing this role. It will review and organize information about the current issues, problems and trends that face workers. The values of significant groups like curriculum developers, parents, and labor and management representatives will be surveyed. The project will review the social science literature to determine the school's potentials and limitations for generating values in students compared to the other major influences such as the family, public media and peer groups. Finally, the project will select consultants with expertise in relevant fields to review the reports and make recommendations regarding the role of the schools in helping students determine work-related values. The consultants will also evaluate the availability and usefulness of the current knowledge about work that might be used in an educational effort. The project is in its first year of funding by NIE.

### Principal Investigator Description of Participatory Nature of Study

According to the P.I. of this project, practitioners can be helpful in a number of phases of project development: needs sensing, project design, application, and advocacy. However, because of their involvement, project time and costs increase. The project's coordination becomes more difficult. This creates a loss of efficiency. Although he feels an allegiance to practitioner involvement, the P.I. has the following misgivings:

- the practitioners dealing with a problem to be solved often function in a rut and cannot see alternatives
- they may have set attitudes and partisan allegiances
- practitoners may be too close to a problem to have perspective
- practitioners themselves may be the problem. The reform may be deschooling

To determine the current issues and problems in the area of work ethics, the P.I. designed and sent out a questionnaire to 2,600 people. The names were furnished by the Curriculum Information Center in Denver, Colorado. To insure a high rate of response, he offered a gift of The Work Ethic in Career Educational Materials. The response rate from the national sample of career educators was 52%. The response of school board members was low. State department people responded at the highest rate. Twelve to fifteen hundred copies of the book were sent out. The book and the questionnaire stimulated letters from individuals. The P.I. explains the high return of the questionnaire to the current concern with the work ethics among middle Americans.

The P.I. convened practitioners and educators to discuss the role that schools play in developing youths' attitude toward work. According to the P.I., they will influence the course of the study.

The project staff are both men with experience in career education and with contacts among practitioners. They have not given much attention to women and minorities.

In order to answer the number of spontaneous requests that came into the project, the budget was increased $400.

## Client Description of the Participatory Nature of Study

The P.I. stated that he did not believe his project had participatory characteristics at this time and therefore did not think it would be productive to talk to clients.

## THE NATIONAL RURAL CAREER GUIDANCE COMMUNICATION NETWORK

### Project Summary

A three-agency consortium including Far West Laboratory, New Mexico State University (ERIC/CRESS), and the National Center for Research in Vocational Education at Ohio State University, designed, developed, implemented, and evaluated a nationwide career guidance communication system for rural and small schools. The project determined the needs of its potential users, planned and implemented a communication system to transmit career guidance information to rural school guidance personnel, designed and produced materials, disseminated information about promising practices and materials and compiled a list of small, rural schools and a list of exemplary guidance programs in those schools. The project provided a toll-free telephone service, a mail consulting service and a series of newsletters to the nation's 7,600 rural schools. The project was funded by U.S.O.E. in October 1977, for one year and was extended three months.

### Principal Investigator Description of Participatory Nature of Study

Participation in this study was perceived by the P.I. primarily in terms of providing the project with information about the resources needed in the rural setting and helping the project refine its activities. In terms of these two functions, practitioners had considerable influence in the project. The P.I. said that practitioner participation was "limited" in other areas. Early in the project 15,000 questionnaires were sent out. Less than 10% were returned. As a result of the survey, the project wrote and circulated a newsletter and installed an informative hot line. The project also made a film strip which was taken to a practitioner conference. After the conference the film strip was modified to reflect the suggestions of the practitioners. In addition, as a result of the needs expressed by the practitioners, the project developed a variety of materials for use in rural settings and made them available for purchase. In addition to providing needs sensing and project refinement, the P.I. saw participants as "recipients or users of information generated by the project".

The project advisory council, a national group of eight R&D people and one practitioner, met twice. The role of this group was to provide advice and opinions regarding project activities. They did not, however, actually participate in deciding the specific nature of project activities.

Practitioner influence was most evident in the development of a newsletter and least evident in terms of developing workshop activities. Practitioners had limited involvement in planning a seminar workshops. As a result, the workshop was scheduled just prior to a major holiday. Few people pre-registered and it had to be cancelled. The project also attempted to communicate with users by using the radio and newspaper. These approaches were not effective and were dropped.

The P.I. believes that rural guidance people have limited resources for the development and implementation of guidance programs. This may have motivated them to participate in the project. In addition, the P.I. believes the staff's sensitive attitude toward practitioner needs was another positive factor that motivated and sustained interest in the project. The P.I. thinks that the physical isolation and the need for information motivated practitioners to participate in the project.

Far West Laboratory did not help or hinder the project although, at first, it was uncertain whether three separate organizations could submit three coordinated grants for one consortium project.

The P.I. feels that there must be mutually beneficial experiences in practitioner work. She had been involved with career guidance activities for a long time. The only other staff member had limited experience in practitioner work.

The P.I. felt that practitioner participation cannot be sustained over a long period of time unless the funding for it is there. She felt that the grant's flexibility was an advantage to the project because it had the freedom to fail. Contracts do not allow the same freedom. They (contracts) must deliver. Therefore a conflict between practitioner, sponsor, and R and D organization may develop.

## Client Description of Participatory Nature of Study

One client, a high school guidance counselor in a Nebraska high school, was interviewed. Over a period of two years, he used the program as a resource and contacted them by telephone three times. "They gave me help when I was up against a blank wall." The client said that the hot line service "was an additional aid in my capacity, something good I could fall back on". This practitioner was motivated to use the service when he had a problem he couldn't resolve. He said he originally learned of the service through a flier.

# CHAPTER FIVE

## PERCEIVED EFFECTS OF PARTICIPATION: CONTENT ANALYSIS OF INTERVIEW DATA

How do people perceive practitioner participation? Do Principal Investigators want participation? If not, why? Or if they do, why do they like participation? What does participation in RDD&I look like? Opinions of Principal Investigators and practitioners related to these and other questions are presented in this chapter. The opinions were taken from the interviews with P.I.s and practitioners described in Chapter Two. The analysis of the interviews was clinical in style and initially conducted by a trained ethnographer.[1] Additional analyses were performed by the authors of this report.

It became clear very early in the analysis of Principal Investigator and practitioner interviews that opinions about participation varied. The various expressed opinions and perceptions were compiled and sorted in numerous ways. To bring order to the information, this chapter has been divided into two sections. Section 1 organizes the information under four general headings. Section 2 organizes the information into five topic groups and explores personal impressions of participatory RDD&I.

### SECTION 1: GENERAL NOTIONS OF PARTICIPATORY RDD&I

The topics discussed in Section 1 are:

1) Range of Attitudes and Opinions
2) Impact of Participation
3) Orientation toward Participation
4) Participatory Functions

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[1] The analysis of interviews and first draft of this section was completed by Woodrow Clark

## 1) RANGE OF ATTITUDES AND OPINIONS

As an example of the diversity of opinions held about participation, two very different attitudes toward practitioner participation, held by Principal Investigators are presented.

The first example is expressed by an experienced P.I. with many years of work in research and development. This P.I. wonders why there is even any interest in participation. S/he recalls that an assessment of practitioners' needs used to be sufficient participation for good R&D work. The P.I. says flatly that there never was "equity between the teachers and the developer."* This P.I. doesn't see much value in practitioner participation and states, "Practitioners are clients." S/he goes on to say that her/his particular project "has been more effective in dealing with scholars and less effective in dealing with project people."

The P.I. recognizes that some need exists for participation of "project people." But the P.I. is skeptical. "There are all kinds of participation, but significant participation tends to be rare." The P.I. feels that "few, if any, crucial decisions are put in the hands of participators. Most critical decisions are made by staff and administration." Clearly, the P.I. feels that this is as it should be. S/he notes that a P.I. must "look at what is at risk to determine the extent of participation in participatory decision making."

In support of this view comes the voice of another P.I. "The notion of collaboration and participation is oversold. Like 'motherhood'." The view that participation is not worth the effort, risky, and even dishonest because it is not always legitimately sought, can be seen in the responses of other P.I.s.

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* Quotations are reconstructions of face-to-face and telephone interviews.

One P.I. summarized this skeptical position on practitioner participation:

> No one knows what it means asking for group participation. There is a cost. Compromise is the cost. Gains are (made) in the long run, but you can lose individual judgements and points of view--you must be willing to give up something. There is a problem of merging oneself into a group identity versus being able to be autonomous.

Contrasted to the skeptical position just presented is the opposing perception that participation is extremely useful. The vast majority of the P.I.'s took this position. At least two P.I.'s view practitioner participation so positively that they perceive the main focus of their projects to be the promotion of and training for practitioner participation. As one P.I. put it, "Practitioner participation sped up the development of the project by three years."

One P.I. wants to encourage future participation even though initial attempts were less than fruitful. This P.I. entered into a new project with high hopes for the participatory aspects of the work. A two-day conference was held with participants from many and varied backgrounds. The P.I. felt frustrated trying to elicit information from the group and cancelled subsequent meetings. This P.I. was "frustrated in figuring out how to elicit practitioner input...and discouraged from wanting to talk to them again." In retrospect, the P.I. felt that s/he should have met with consultants before the meeting to provide focus for brainstorming sessions with students and teachers. Her/his experiences led the P.I. to add some interesting comments to the interview protocol after s/he had reviewed it. In the P.I.'s own words:

> Because I was not experienced at eliciting practitioner input--and because of the short deadlines imposed by the funding agency in accomplishing project tasks -- the (participation) experience was more negative than it should have been. I did find it very frustrating.
>
> The small number of participants on the Curriculum Review Board was a drawback in determining how heavily to weigh individual contributions.
>
> We are "paying" for the lack of better practitioner involvement at the beginning of the project now as we try to find a publisher for the materials. Many publishers feel the materials are not sufficiently adaptable to a variety of classroom settings.

This particular P.I. admits, "I did not know how to treat practitioners and had no patience for it;" then after reviewing the interview protocol, s/he added, "but I'm learning." Despite the initial frustration this P.I. strongly endorses practitioner participation and plans to incorporate it in future projects.

Some P.I.s are skeptical about practitioner participation. Others strongly endorse it. Most P.I.s fall somewhere between these two positions. These P.I.s seem to feel that practitioner participation is good, they try it in varying degrees, and often find both satisfactory and unsatisfactory outcomes from its use.

Clients on the other hand are universal in their praise for practitioner participation. They feel they have personally gained from it, seem to seek more participation, appreciate the chance to participate and complain when a participatory option is not given or given halfheartedly. One thing is clear: P.I.s have more trouble with increased participation by practitioners in RDD&I then do the practitioners themselves. This conclusion is supported by the statements presented.

## 2) IMPACT OF PARTICIPATION

View of Practitioners. If participation is to have much meaning, its impact must be felt most by the practitioners. Almost every one of the telephoned practitioners reported a positive impact from their participation. One practitioner who attended work parties said that s/he enjoyed the high quality of people, the quality of the information given, and s/he felt good about the sessions and found them stimulating. Another practitioner reported that "participation has meant going to meetings and interacting with people, group discussion, and group interaction." This practitioner then went on to say that s/he got broader knowledge and enjoyable experiences, met interesting people and expanded his/her ideas as a result of participation. Most practitioners received good information from project staff, met new people and extended their social and professional networks. As one practitioner put it, her/his participation in a work conference "reinforced basic ideas on how a proposal could be presented" and "improved my own writing skills." S/he "developed materials," found ways to approach private funders and was "able to reinforce personal and professional contact."

By participating, many practitioners increased their contact with FWL staff. One even said, "I made a new friend of FWL." The contact and continued relationship with FWL was apparently very valuable. At least one-third of the practitioners reported an increase in personal prestige as a result of their participation in the project. The practitioners were often singled out for special project work. This enhanced their status within their organizations and among their colleagues. Many saw their participation as advancing their own careers. Another benefit that practitioners derived from their contact with FWL was a new-found or expanded professional network. At least a third of the practitioners felt that they were now "plugged into" some sort of ongoing information system. At the very least, most respondents now knew a resource to call when they had an educational problem. Practitioners felt that a relationship with the research and development community had been established which could continue.

A few practitioners described in some detail how their participation affected the FWL project with which they were associated. One of these practitioners told about a particular workshop to review materials. The group participated in small ways and then "complained loudly to FWL staff and leader that 'that's a boring exercise; we won't do it!' The staff changed the activity so that it was more appealing to the group -- "so that it better met the needs of the group." This practitioner noted the workshop was to be on "experiential teaching but was taught non-experientially." The "materials (also) were elitist with educational jargon." The group process led to a change in materials.

Other practitioners cited how they influenced change in projects through their participation. Considerable and profound personal change occurred as a result of the individual's participation. As one practitioner put it:

> A lot of my attitudes were turned around as a result of my participation in this project. I moved from being dictatorial to allowing children more freedom to make their own choices and to trust them with the responsibility for their own work and success.

Another practitioner felt that his/her participation had an impact on his/her teaching: "Participation means that my ideas are incorporated with the research ideas to make a really workable technique in teaching. It is giving my all in order to reap the benefits." This practitioner reported seeing "direct results in the classroom."

Two practitioners were disappointed or angry over their lack of influence in the projects. Both felt they were willing to participate extensively but weren't given the chance. One of the practitioners felt misled. S/he initially believed that s/he would have more input in determining the model plans. Instead, s/he felt that the FWL staff drew up the plans and only gave her/him the choice of accepting or rejecting them without considering her/his network's feelings about the plan. S/he felt the FWL project staff "made all the decisions" and this led to some conflict. This practitioner believed that the P.I. was the source of the problem. The P.I. "doesn't know how to facilitate a project and made no effort to get network participation."

Views of Principal Investigators. Many P.I.'s felt that practitioner participation was crucial for their projects and that the impact of participation was ongoing. The amount of practitioner participation, however, appeared to vary. The reasons for this variance cited by P.I.s ranged from lack of funds to lack of time and energy. As one P.I. described the situation, "The federal government funded the project which broadened the audience of interested people and legitimized the (participatory) concept. The program was to grow from a little-known program to an influential and resourceful practitioner-based information center." A subsequent lack of funds meant severe constraints on practitioner participation. One P.I. had to cut back to "a friendly telephone relationship with sites throughout the country." Some P.I.s felt that when funds were cut the first part of a project affected was the funding for contacts with participants. This of course lessens the impact of participants on project activities.

Major practitioner impact seemed to take place when practitioner participation was integrally built into a project from day one. The P.I.s who did this felt that it helped practitioners become co-owners of the project concepts. Less impact was apparent when the design and implementation of the project rested solely with the FWL staff. One P.I. presented a variant on both these positions. "School staff do not directly affect our policy, procedures, or the basic model. Yet, all training sessions were designed to allow for considerable flexibility and responsiveness to local needs." S/he felt that participation should be heavy at the local level but not in establishing project policy.

Finally, some FWL P.I.s and staff members reported that they had received benefits from their own participation in the project. One FWL staff member stated that s/he had been very skeptical of practitioner participation. As time wore on, s/he developed her/his own "skill in participation" and then practitioner participation seemed to work more smoothly.

As the reader might discern from the general comments made by the practitioners and the P.I.s, participation seems to have a way of becoming defined by each respondent and directly related to the type of project conducted. Some projects lend themselves to participation. Some more formally designed research projects find it harder to accomodate practitioner input. The following sections present views about practitioner participation held by practitioners and P.I.s in various types of projects (research, training, dissemination, etc.). The orientation of the project staff toward participation seems crucial to the amount of participation that occurs.

### 3) ORIENTATION TOWARD PARTICIPATION

It seems clear after analyzing the interviews with P.I.s that the type of project (research, development, dissemination or implementation) does, to some extent, dictate the flavor of practitioner participation but the amount of participation, particularly in the area of decision making, is dictated by the orientation or philosophy of the P.I. with regard to practitioner participation.

The way in which P.I.s encourage practitioner participation depends to a great extent upon their own beliefs and values. The P.I.'s encouragement of practitioner participation determines, to a great extent, how participation works in a project.

The beliefs and values of P.I.s contained in this section illustrate how an orientation toward participation sets the stage for participatory activities. One P.I. stated her/his project is currently doing research and "not yet ready for participation. Practitioners will be involved later. It's premature now." Another P.I., also conducting research, sees participation differently. "All staff and teachers (practitioners) are involved in the process of invention." The P.I. described how his/her own background as a practitioner contributed greatly to designing and implementing the project. Furthermore, the P.I. noted that as a result of participating with practitioners her/his own attitudes about research broadened. Now s/he conducts "interactive" research with practitioners. Thus two P.I.s, both conducting research, because of their orientation toward practitioner participation conduct that research in very different ways. This finding held for the other aspects of RDD&I also.

How much should people participate? Some P.I.s providing training and technical assistance limited practitioner participation to feedback on the impact of training sessions, modifications to already-planned meetings and to participation in the prescribed training. Their beliefs about appropriate participating roles precluded additional practitioner participation. One P.I. took a more participatory approach to training. The P.I. states:

> A school staff gets together during training and works out the local design of their program. Staff should make decisions about size, student selection, type of credit, and size of program. These decisions should not be made by central administration alone. This is an ongoing process of planning that is part of the training given.

Some of the projects studied provided services. These projects put on conferences, workshops, and meetings and provided technical assistance. Practitioners usually participated by their attendance or by completing reaction sheets or participating in debriefing sessions. Yet even in service projects, some P.I.s are inclined to a more pervasive participatory approach.

Three P.I.s who direct Training and Technical Assistance projects have different attitudes toward practitioner participation. One P.I. expressed concern about the consequences of giving power to practitioners.

> A risk is that if you say you want participation you have to deal with it. This is both a known risk and costly. It is not necessarily a problem. In work with individual practitioners you must watch the amount of power you are willing to let them have. They can exercise undue influence and express biases that may not reflect the majority view. This project has "safe" practitioner involvement. Not a lot. There are not many risks or costs therefore.
>
> What is the appropriate amount of practitioner involvement in a contract like this is a question I ask myself. I do not have an answer. The project produces products and would like more reactions but it does not get them. The project changed the format of the last newsletter and requested feedback on the change. It was sent to 800 people and the project got four replies. Most people do not respond unless it impinges very directly on what they are doing.

Another P.I. doing technical assistance expressed a willingness to give power to the practitioner. S/he remarked about the results of giving that power. The project staff knew they were to respond to the needs of the field. They didn't realize that as a result of the responses they would have to change the focus of the project so much. But they were willing to change.

A third P.I. of a Training and Technical Assistance project stated that s/he and the staff believed in practitioner participation.

> A belief that practitioner participation is important has been strengthened over the course of the project. Since the staff works with rural and minority groups they believe they can't be credible without practitioner input.

The acceptance of practitioner participation by the two P.I.s of development projects is qualified. Both P.I.s reflected concern about which practitioners should be given an opportunity to participate.

The first P.I. shared his/her puzzlements and convictions:

> A problem is deciding which responses from practitioners (reviewers) is the best advice for the project to follow. This is the most difficult problem. Having them meet as a group would not necessarily solve this problem.
>
> Selecting the right representatives and keeping in touch with them is important as is making them know their input is important. Staff accented this importance by engaging in phone calls, correspondence, individual meetings and group meetings.
>
> Participation can be cosmetic and do nothing for a project. There must be a critical level of involvement with each person. They must be comfortable in expressing their ideas and feelings and know that they are not being used as a facade. You must have a time schedule and budget that allows for participation. Participation must be real and participants must be personally involved and have a stake in how the project comes out. Progress reports and rewards must be given to them as well.

The second P.I. elucidated his/her ambivalence:

> My feelings about practitioner participation are mixed. Practitioner involvement is good if practitioners have their heads in the right place. But there are those

> who should not be in schools nor in this project. Yet the project is committed to practitioner participation. Practitioners who do not value kids are not wanted in the program. Neither are those who have conflicting attitudes, i.e., who won't let high school students call him/her by his/her first name or ask questions. These authoritative types are not wanted in the adoption program. These project staff beliefs have been reconfirmed over time. There seem to be good teachers and bad teachers. The right kinds of people are necessary for the program to succeed. Practitioners must be qualified and want to be involved.

Two P.I.s, who are directors of dissemination projects, expressed different attitudes and beliefs about practitioner participation. One talked about the give-and-take required when working with practitioners.

> The notion of collaboration and participation is oversold. It is like motherhood. No one knows what it means to ask for group participation. There is a cost. Compromises are the costs. The gains are in the long run. You can lose individual judgements and points of view that are idiosyncratic to your own setting. You must be willing to give up something, otherwise you are a poor participant or on a soap box. If not, participation then is superficial. It is the problem of merging one's self into a group identity versus being able to be autonomous. There is a problem of balance between self and group. A certain amount of distance is needed, yet you must collaborate.

The second P.I. of a dissemination project reflected a growing confidence in sharing the control of the project with practitioners.

> As the project has gone on, the staff has gotten a faith that to help teachers, you must allow them self-definition and the freedom to define what they need to work on. In the beginning the staff thought this view was not generally held. Also, the staff sees the need to involve teachers in substantial ways --- involve teachers in talking about learning issues rather than just placing them on governance boards.

The statements of the various P.I.s quoted in this section are illustrative of the influence of the P.I.'s orientation toward participation. The attitudes of one P.I., who sees the practitioner as "co-developer with the staff" and staff as people who must "listen to practitioners," obviously influence the shape the work will take. So too does the attitude of the P.I. who states that "there are all kinds of participation but significant participation tends to be rare."

It seems that participatory functions of one type or another will be influenced by the inclinations of the people carrying out the functions. This common sense statement adds to the complexity of analyzing the success or failure of participation in projects labeled participatory.

Who should participate? A second area crucial to an understanding of the impact of the P.I.'s orientation to participation of practitioners is the judgement by the P.I. as to who should participate. People were selected to participate in various ways. Payment was made for participation based on judgements of expertise, availability of contract funds, supply and demand, expectation of the practitioner, pre-planning of the project budget and amount of time spent on tasks.

Three groups of practitioners can be identified: those well-paid, those low-paid, and those not paid. The first category of practitioners were paid well for their work on the project and were seen usually as expert consultants or adjunct project staff. Some, however, were on-line personnel. One P.I. was certain that professional consultants were the most knowledgeable people on project issues. S/he said, "Scientists last because they are more objective." At least six of the twenty P.I.s saw on-line staff as experts deserving a financial reward. They were viewed as advice givers and task workers that deserved remuneration. Of the practitioners interviewed by telephone, twelve stated that they participated as paid experts. They felt their role was to support and advise the FWL project staff. Most of these paid experts held high-level educational positions. They saw themselves as decisionmakers on many aspects of the project. Some stated they helped write reports while others noted their influence on design and policy issues. Most of these participants had a long-term relationship with the project.

The low-paid practitioner participant constituted the largest single group of participants contacted. Perhaps half of the participants interviewed by telephone fell into that category. Some had received a small fee for their work. Almost all cited their work as pleasurable and personally meaningful. Most felt that they were volunteering their time. They realized the monetary compensation was not great. Some practitioner participants even noted the prestige factor and the status that participation brought to them.

One thing that appears to be significant about this group is the fact that they were only participating in the project for a very short period of time: a day, a training session, as a reviewer, or for a few weeks as a contact at a test site. Each had limited input in the project, whereas the expert practitioners may have been involved for months or years.

Another noteworthy difference between low-paid and high-paid practitioners was their role. The low-paid practitioners tended to be receivers of products that needed to be facilitated. The high-paid practitioners were transmitters of information to the projects. Some notable exceptions exist. The P.I.s of four projects attempted to make low-paid practitioners partners. One P.I. of the four said that "involvement of all practitioners is heavy and equal." S/he went on to characterize the relationship between the practitioner and the project as a "family." In these projects, even though the monetary reward was low, practitioner "ownership" of the program was high and participation heavy -- in one case so heavy that one participant states, "participation has caused a personal 'burnout' but I felt that it was worthwhile for my project staff and myself." The practitioner then listed a significant alteration that her/his staff made in the original project design.

Although low-paid practitioners from these four above-mentioned projects seemed to have a great deal of impact on the projects, that impact is not representative of the total low-paid group. Their participation and impact seemed based on the strong convictions of the project P.I. that participation is important. A climate was created that called for further participation. Interestingly, only a few of the P.I.s mentioned students and parents as participants although in two projects parents and students were low-paid participants.

The non-paid group of participants were usually recipients of services. Projects were designed to meet the day-to-day needs of this group or to study issues related to its functioning. Six of these practitioners were interviewed by telephone. This group represents an important practitioner constituency. As one P.I. put it, "the most crucial participation (is) by administrators in schools. What the local program looks like and how well it operates is determined by teachers." This non-paid receiver group appeared to be of pivotal importance to some project P.I.s. These P.I.s felt that this group must be "sold" if a project was to be implemented effectively. Participation was seen by this group of P.I.s to consist of believing in and endorsing a project. One P.I. said "School principals were crucial -- they had to believe the program could take place."

In many projects the receiver groups had direct, continuing and lasting contact with project staff. Their participation did not usually involve decision making but concerned the implementation of the project. Some of this non-paid group expressed statements of personal growth and professional satisfaction. Others complained that they were given too much work to do or "weren't consulted."

In general, highly paid practitioners were seen by P.I.s as part of the project. They had regular and frequent contact with staff. Low-paid practitioners were seen as people paid to accomplish a specific short-range task. Almost all cited examples of brief encounters with FWL staff. However, the quality and intensity of personal contact sometimes produced "lasting friendships" between staff and practitioner. The non-paid practitioners who played a role in implementing a project had a long-term relationship with project staff. They felt positively about their participation when they experienced personal growth or noticed student growth or institutional growth. They felt negatively toward the project when they felt it was not responding to their needs.

Participatory Budgeting. Placement of a person into the high-paid, low-paid or non-paid group seems to reflect habits that come from non-participatory training and experience as well as the orientation of the P.I. with regard to the value of various types of participants.

Institutional messages, either from funding sources or host organization sometimes subtly discouraged P.I.s from writing a large participatory section into their budgets. How committed are funding agencies and host organizations to the notion of participatory RDD&I? The authors of this report feel in retrospect that an additional question should have been asked during the interviews with the P.I.s: "If you were forced to cut your budget what advice did you receive regarding participatory items from the funding sources and host organizations?" Answers to this question would have helped the researchers tap the institutional commitment to participation and gauge the underlying orientation of the P.I.'s institutions.

Regardless of institutional commitment, it did seem clear that those P.I.s who brought to their work the conviction that practitioner participation was a crucial part of that work built a project budget that, in some way, reflected that conviction. One new P.I. stated that in future work he/she would design things to allow for more practitioner participation.

Selecting Participants. One final area related to the participatory orientation of the P.I. deals with the selection of the participant. One P.I. stated: "Who is the practitioner? You must get the right type of teacher to help develop the program". The implication is that some teachers are the wrong type to successfully advise program. Another P.I. remarked, "Selecting the right representatives or group and keeping the group together is important to make sure this project is implemented." Control seems to be the crucial issue here. How a P.I. feels about trusting some of the outcome of his/her program to others he or she has not selected has a direct implication for the participatory flavor of the program. Remember from the literature review chapter the positive correlation Hollon and Gemmill[1] found between orientation toward interpersonal trust and participation in decision making; interpersonal trust and job satisfaction; and trust's negative correlation with job tension.

The issue of selection itself comes into question: Should participants in RDD&I be selected by P.I.s, or should they be representatives of people affected by the research? Who selects the participants?

The timing of selection can also influence participatory activity. Seldom are practitioners requested to participate in the initial drafting of proposals. Most often practitioners are asked to participate only after a program has been funded. Participation that begins after funding limits participatory activity.

Very often then, participation of practitioners is limited not only by the method of selection but by the timing of selection. Therefore participatory functions are influenced not only by the P.I.'s orientation but also by institutional dictates and habits. Various participatory functions are discussed in the following section.

## 4) PARTICIPATORY FUNCTIONS

Some of the more formal functions of practitioner participation are based on requirements set forth by funding sources. One such requirement is that some practitioner participation must take place. Funding agencies often require an advisory committee, a materials review committee or some form of practitioner approval of project activities. The function filled by participating practitioners may not necessarily be the function seen as most appropriate by a P.I. but one that meets mandated requirements. One P.I. believes that this situation has caused problems for his/her project. S/he is skeptical about the value of practitioner participation and does not like being required to include it in his/her work.

Other frequently mandated requirements often call for regional, ethnic, parent and student representation. It is possible that practitioners are asked to participate in project activities to meet these requirements, rather than because they are valued. No P.I. mentioned this as a problem.

A most controversial function of participants is decision making. In this area the most complaints were voiced by participants interviewed. In most projects, practitioners were primarily seen as advisors. Few PIs or practitioners claimed that practitioners had decision-making power. Many FWL staff believed decision making to be their responsibility. Almost all the practitioners who felt they had power to make decisions had been paid as consultants and viewed their paid assignment as helping make decisions.

The informal functions filled by practitioner participation are more difficult to identify than the formal functions. Table 2 contains a list of some of the participatory functions that practitioners performed in the projects studied. The way the tasks in Table 2 are conducted and the choice of who conducts these tasks are influenced by the orientation of the P.I. and staff toward participation, institutional guidelines and practitioner interest. These three variables interact along with other less salient variables, such as the type of the project conducted, to shape the functions of participants. These and other variables will be discussed in Chapter Six.

## Table 2

## Participative Activities Mentioned by Practitioners Interviewed in Twenty-one Participatory Projects at Far West Laboratory

**Phase I - Creation of the Project**

- 1) Sensing Activities:
  - A) Needs
  - B) Wants
  - C) Feasibility
  - D) Images
  - E) Fact Finding
  - F) Staff Consciousness Raising
  - G) Problems
  - H) Identifying Possible Research Questions
- 3) Conceptualization of Project:
  - A) Brainstorming
  - B) Developing Research Questions
  - C) Design & Implementation Plan
  - D) Generation of Goals & Objectives
  - E) Type & Style of Delivery Systems
  - F) Model Adaptation
  - G) Information Provision
  - H) Instrument Development
- 2) Determination Activities:
  - A) Needs
  - B) Wants
  - C) Feasibility
  - D) Problems
  - E) Design
  - F) Research Questions
  - G) Staff Selection
  - H) Budget Allocation
  - I) Choice of Model
  - J) Selecting Policy Board, Consultants, etc.
  - K) Policy Setting
  - L) Instrument Setting
  - M) Subject Selection
  - N) Collegial Role with Sponsor
  - O) Materials
  - P) Activities
  - Q) Level of Adaptation or Adoption

**Phase II - Pilot Testing (Optional) - Similar Activities to Phase III**

**Phase III - Conducting the Project**

- 1) Implementing Project Tasks:
  - A) Training
  - B) Workshops
  - C) Data Collection
    - 1) case studies
    - 2) interviews
    - 3) observations
    - 4) surveys
    - 5) questionnaires
  - D) Literature Search
  - E) Product Development
  - F) Model Replication
  - G) Regional Implementation
  - H) Local Implementation
  - I) Use Products or Services
- 2) Project Advocacy:
  - A) Local Endorsement
  - B) Host & Welcome Project Visitors
  - C) Introductions to Principal Actors
  - D) Communicate Project in Positive Manner
  - E) Committment to Project
    - 1) concepts
    - 2) process
    - 3) constituents
  - F) Guarantee Access

**Phase IV - Project Critique (can take place simultaneous to Phase III)**

- 1) Program Review
  - A) Formal Review Boards
  - B) Informal Advice
  - C) Advisory Panel Membership
  - D) Policy Review
  - E) Clarify Project Focus
  - F) Design Modification
  - G) Formal Feedback Groups
- 3) Evaluation
  - A) Independent Evaluations
  - B) Consultants (Paid & Unpaid)
  - C) Implementation Strategy
  - D) Informal Evaluation Exchanges
- 2) Materials Critique
  - A) Field Testing
  - B) Consultants
  - C) Publications
  - D) Formal Feedback Group
  - E) Product Testing

**Phase V - Dissemination**

- 1) Expanded Use of Products & Services
- 2) Distribution
- 3) Marketing
- 4) Network Development
- 5) Conference Production and Attendance
- 6) Personal Communication

## SECTION 2: PERSONAL IMPRESSIONS OF PARTICIPATORY RDD&I

A major objective of this study has been to determine what factors affect practitioner participation in field-based RDD&I. The review of the literature suggested that three broad categories of variables can either encourage or inhibit practitioner participation: the behavior of the leader or change agent, organizational structures, and the values and attitudes about practitioner participation held by key personnel. In this section an anlysis of the interviews held with the practitioners and Principal Investigators of field-based RDD&I projects at FWL adds to the literature on practitioner participation by shedding light on two of those three broad categories: the behavior of the leader and the values and attitudes of key personnel.

An analysis of the interviews held with project practitioners revealed several factors that seem to be responsible for encouraging, sustaining, and reinforcing the involvement of the client/practitioners. The following section will list and define the factors that motivated practitioner participation and will provide representative quotes from practitioner interviews to illustrate each factor. The following section will also include quotations that represent the perspective of Principal Investigators who discussed these factors.

The factors mentioned by the practitioner as being responsible for encouraging, reinforcing, and sustaining their project participation fall into the following categories:

1) Personal Interest or Belief in the Project's Purpose or Notion
2) Perception of Personal Impact
3) Enjoyable/Productive Relationship with the FWL Project Staff
4) Personal/Professional Gain
5) Perceived Impact/Gains for Significant Others

## 1) PERSONAL INTEREST OR BELIEF IN THE PROJECT'S PURPOSE OR NOTION

One of the reasons most frequently mentioned by practitioners for their participation was an interest or belief in the underlying purpose or idea of the project. Some of the practitioners say the project was a vehicle for achieving a long-held personal and/or professional goal. Other practitioners developed an interest or belief in the project's purpose only after participating in the project for awhile. Whether the practitioner's interest in the project's purpose developed before or as a result of the project itself, personal interest or belief in the purpose of the project represents an important factor motivating practitioners. The importance lies in the personal/affective nature of the motivation. Motives for participation seem to be energized by the establishment of a match between the practioner's personal, felt beliefs or interests and the project's specific objectives. When this happens, the project becomes a bridge between the practitioner's personal commitments, beliefs, and interests and the expression of them in the world of work. The practitioner thus sees the project as enabling him/her to express, as an employee, personally held values and beliefs.

### Practitioner Interest in the Project.

The following quotes, from interviews with the practitioners, reflect a personal interest or belief in the project's purpose or notion.

> This program is the embodiment of everything I believe in. It is rewarding to see one's ideas being implemented and surviving.* It offers an alternative style of leadership that I like, an alternative approach to education that allows for individual ways of learning to be capitalized on. It emphasizes the continual learning of an adult and allows people to create and study and grow intellectually. Teachers Center is a good vehicle for the Lab disseminating what I believe in -- my educational ideas.

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* Emphasis added.

I am student-oriented. The Executive Coordinator at a council in Washington asked me to participate. This prestigious invitation, combined with my interest in networking and in students, is what motivated me. This is a way for me to promote my area which is student and academic affairs.

I was motivated in participating because I believed in the concepts and philosophy of the program.

I have derived personal satisfaction from being involved with an alternative learning program. It has been professionally stimulating for me to work with classroom teachers on a program that I believe in philosophically.

It is part of our procedures and our larger involvement with Project Equity and our commitment to advocate sex equity that we use this service.

Research and development really is important. It is important in that R & D is increasingly seen as having value by the clients and that the many millions of federal monies are going to make a difference because of the interest that we as a laboratory are creating among our clients. I have a background in diffusion research. With that as my professional interest I am very interested in the power of national networks... to be able to deliver in a systematic fashion the results of research and development to educational practitioners who need those outcomes.

What motivated my participating in the project was my interest in the program content. I had been interested in critical viewing skills prior to my participation in this project. My ongoing motivation was interest in the influence T.V. has in America and the implications for change in American society.

*Comments of Principal Investigators About Interest in Project*. Several Principal Investigators stated that a belief in the purpose of the project affected the extent to which practitioners became involved in it.

> To give women without skills in grant writing the information they needed to have control over what they wanted to do motivated involvement. What sustained interest was the quality of the training given and responsiveness of the project to what was needed. *Intrinsically it is motivating - and sustaining to work with women committed to women's issues*. What caused them to become involved was the issue that they believed in.

> The major incentive for involvement was that teachers would get smaller classes. The Oakland classes had 34 kids and looked forward to having less. Teachers saw an opportunity to get advice and help for things to try in the classrooms. They wanted advice from project staff. They participated because they wanted to get help and ideas for classroom discipline, learn language arts curriculum ideas. Having made the commitment to do it sustained their participation in the project. They said they would do it and did.

> Interest in the project was important. The reviewers felt it was a worthwhile project and had enthusiasm for the project. With regard to the four field trial groups: They were interested in learning new techniques for teaching.

> Many individuals rely on our services and use them repeatedly. *The content area of the project itself - that it is useful and something practitioners believe in motivated their involvement*.

2) PERCEPTION OF PERSONAL IMPACT

The interviews revealed that participation is reinforced and strengthened when practitioners are able to achieve work goals that they judge to be worthwhile and the result of their own personal effort and investment i.e., when their work makes a difference. The *allegiance* to a project's purpose and participation in project tasks *seems to be strength-*

ened when the practitioner recognizes that his/her effort has made a significant contribution toward an objective valued by both the project and the practitioner.

The practitioner's perception of personal impact is given added strength and value when the practitioner's effort and achievements take place at the beginning of the project. Although the perception of impact, per se, seems to strengthen practitioners' participation, special importance accrues when the effort breaks fresh project ground, provides first experiences, marks first achievements or provides a model for the course and conduct of later project work. The perception of contributing to and having a personal impact at the beginning of a project does appear to be an important factor that contributes to sustaining practitioner participation as revealed in the practitioner interviews.

The following quotations are grouped into two categories. The first group includes practitioner quotations that illustrate an impact on the practitioners. The second group includes practitioner quotations that show impact on practitioners at the beginning of the project.

## Impact on the Practitioners

> The project provided me an opportunity to pursue two areas of interest. I was motivated by the relative freedom for me to follow my own ideas and work area...my own interests are visable in the project and the ideas I generated are utilized at this workplace.

> I influenced the form of the project, the general conception of what exchanges ought to be doing.

> My participation has contributed to the continuous growth in the number of students enrolling in the program. I helped with setting up key contacts in

the local area and made it possible to expand to the county level. I helped establish collaboration and sharing of ideas between rival schools locally.

My principal told me it was a wonderful program and that it would be good for me to participate and I just accepted my principal's enthusiasm. I thought they were going to give me some wonderful things that would help me to keep my children's attention. That was not what was happening. The presentation did not clarify what one might expect from the program. Gradually, as I participated and talked to FWL staff, I began to understand. I changed my math groups because I had begun to pay attention to my children in a different way. I was noticing their success levels and regrouped them by success levels. It worked very well. That reinforced my motivation.

The impact on the program that resulted from my participation:

- I pushed for qualified teachers in the reading lab setting, rather than high school graduates as aides as designed in PCU.
- The environment was upgraded by me above and beyond what had been developed. Room environment means a lot to me and as designed there was no central theme. I made the room more attractive and inviting.
- I developed a process of communicating with classroom teachers and lab teachers that facilitated the project's goals.
- I worked directly with children using my skills as a teacher and my commitment to learning and individual growth.
- My commitment to the program served as the energy that kept the program alive in the second year when the original prime movers were no longer present in the district and had moved on.
- I opened up communication lines between staff and parents in order to facilitate children's growth.
- I held in service for staff, training them in the use of materials, and gave informal input into the understanding of children and ways of working with them.

- I initiated acquisitions of materials and inservice for the use of materials. I developed and perfected materials.
- I disseminated my teaching concept - positive reinforcement through rewards, a behavior modification system - to other school staff.

## Impact on the Practitioners at the Beginning of the Project

I was involved in the initial planning and conceptualizing.

The entire concept of the project is to keep putting people in touch with each other around the initial concept which was developed by me and to encourage ideas, get help, problem solve, give support. The project contributes more and more specifics to the development of this concept which is a fairly new one.

I helped set up the network from scratch. I have been involved since the beginning of the dissemination project. I was significantly involved with the concepts presented, reading materials, etc.

I helped choose the program. I was excited by the idea of doing something new. My greatest participation was when we were observing the program and being trained in how to deliver the program. My involvement with program has grown since we chose it and I have gotten to know it better. I would spend all day in there (the HEP Center) if I could. I love it.

The first year was the most intense because I was setting it up and there was a lot of ground-breaking and ironing out of wrinkles.

- I kept the project going. Organized everything. I made sure that procedures were followed. I made sure that the program model was followed exactly. I supervised the preparation of materials. I set up the center physically.
- I scheduled regular meetings so that staff would be coordinated and on task.
- I problem solved.
- I recruited parents as volunteers.
- I served as liaison to FWL staff linking agent.
- I gave direct service to children as a classroom teacher.

Comments of Principal Investigators

Although none of the Principal Investigators mentioned that the practitioner's perception of his/her impact motivated or encouraged their participation, two Principal Investigators did discuss the importance of getting practitioner participation at the beginning of the project. The following quotations are from two Principal Investigators who learned by not doing so the importance of gaining practitioner participation at the beginning of the project.

> We are "paying" for the lack of better practitioner involvement at the beginning of the project now as we try to find a publisher for the materials, since many publishers feel the materials are not sufficiently adaptable to a variety of classroom settings.

> The participation of Title I Directors was hindered because they did not understand the contract. Some opposed the project. When it began none were asked to be part of the advisory group. Later they changed their minds because uninvited, the project staff attended and made a presentation at one of their meetings. This got them interested and they are now involved.

3) ENJOYABLE/PRODUCTIVE RELATIONSHIP WITH THE FWL PROJECT STAFF

The quality of the relationship that practitioners have with the FWL project staff seems to affect practitioner participation. The following quotations from the interviews show that both the quality of the practitioner's personal or informal relationship with staff members and the quality of the task-oriented relationships were seen as important by the practitioners. Practitioner participation is influenced by the degree to which practitioners see their relationship with project staff members as being 1) mutually open, friendly and accepting, and 2) professionally useful and productive. Practitioners seemed encouraged when they perceived that the project staff could help them achieve their work goals in important ways and could do so in a friendly, non-judgemental manner. The Principal Investigators also recognize the importance to the project of developing productive and friendly relationships between practitioners and the project staff members. The combination of a friendly and productive relationship helped to establish a collegial relationship between practitioner and project staff members. This collegial relationship motivated practitioner participation. The following representative quotes from interviews with practitioners illustrate the value and importance of an enjoyable and productive work relationship between the practitioner and the Far West Laboratory project staff.

> Project Equity has given us assistance. They are supportive, nice people.
>
> They have assisted me in my job. I have developed friendship with the Far West Laboratory staff and we have done some consulting together.
>
> I enjoyed the contact with FWL staff. It made school more interesting when I was involved in a special project. I enjoyed the contact with Marilyn. I learned something.
>
> The center at Far West Laboratory does an extremely good job and the staff of Diane McIntyre in particular are outstanding and the new ideas they give to us are most helpful. We are involved because the center staff is so competent.
>
> The only important factor in our participation is the credibility of people at the Far West Laboratory. They (FWL) are always on top of things, they get materials that are asked for immediately and send them out fast.
>
> I personally enjoyed working with Rita Costick. She (Rita) was very organized and it was stimulating working with her. I learned a great deal about how to organize materials through her.
>
> I have been motivated by the willingness on the part of Far West Laboratory staff to receive suggestions. Openness on Far West Laboratory's part to meet my regional needs has been key.

> What excites me as a person is achievement. The Far West Laboratory presentation gave the promise that new techniques that they could teach me could help students to achieve or be more successful in their work. I didn't necessarily believe it, but I was willing to try. I feel you always have to be open to new ideas. The program worked and fed my motivation.

## Comments of Principal Investigators

The Principal Investigators recognized that the relationship between the practitioner and the Far West Laboratory project staff influenced practitioner participation. The following quotations are examples of that awareness.

> The staff is involved with practitioners. They are willing to work closely with practitioners. They extend themselves. Staff attitudes are important. The participants have commented about staff helpfulness via return postcards and letters.

> Most staff are encouraged to attend at least one conference per year so they can have direct contact with users. Practitioners also are invited to Far West Laboratory to make presentations about what their organization is doing and how WEECN and their organization can work more closely together.

> This project is practitioner-oriented. Staff is concerned about isolation from practitioners and tries hard to avoid this by getting in touch with practitioner groups, attending meetings, and inviting individuals to Far West Laboratory. The staff is becoming more skilled in designing approaches to encourage the participation of practitioners.

> It is the process of the interaction between project staff and participants that ensures participation; however, the project is designed to train participants. A responsive process demands interaction. That interaction gets information from

participants and that information becomes the base for what the project does.

There is a willingness to make this a network of friends. A warm, personal network has been responsible for the trust that exists. The staff and practitioners have face-to-face visits. People are personally in touch with one another. We hold small intense conferences to build personal relations. The mini-awards to subsidize visits to other Teacher Centers or to bring people as consultants to their own center helps a great deal. The use of their writing in our publications and drawing upon their opinion helps to foster participation. A directory of members is published and distributed free. My leadership style is informal. I regard the practitioners as peers and colleagues. The substance of the project comes from them. We have a nonlinear way of operating. We operate on the basis of lateral thinking. There is a willingness to take our priorities from the network, to revise and to be flexible. Staff treat practitioners in a collegial manner. The client is not divided into caseloads. Staff services are overlapping, all staff available to help and share. This also provides the chance for staff to experience personal growth. There is a commitment among staff to what they are doing. All communication is recorded by all staff members. Much sharing of information about a particular client takes place. Some practitioners may perceive the network to be too personal and think they are not part of the "in group." This may hinder participation. Otherwise the lack of a formal structure and the ease of access to the project, with its support and friendship, encourage participation. There is a high commitment to teachers being able to learn. What sustains practitioner participation is they find it is productive, practical, professional and stimulating.... The decision to put money into phone calls and staff travel also helped. You need to put up the money and do what it takes to be in touch with practitioners on their terms. Practitioners must be provided with personal as well as professional rewards.

Staff makes it a policy to travel and get first-hand information on Teacher Centers in all parts of the country -- face-to-face.

> As the project has gone on the staff has gotten a faith that to help teachers, you must allow them self-definition and the freedom to define what they need to work on. In the beginning the staff thought this view was not generally held among inservice professionals. Now they see it as much more widely held
>
> The addition of staff has made it possible for more practitioners to be involved. The OE-funded Teacher Center program has broadened the audience of interested people and legitimized the concept of Teacher Centers. From a little-known program it has grown into an influential, resourceful, practitioner-based information center on Teacher Centers.

> Staff interactions have motivated, retarded, and sustained participation. The staff have different interpersonal skills and often do not establish as wide a base of interactions as the project needs. Sometimes the quality of that base is not so good. Staff do not always probe participants to get extensive and detailed feedback.
>
> The lack of on-site contact with clients is detrimental to the project. But it is the way the project is set up. As a result, staff use their time at meetings to start and create relationships. Then they build upon these starts.

> There was created a feeling of ownership and trust between Far West Laboratory and the schools (teachers and principals) during the initial phase of the program. The project promised to leave the schools if they were not wanted. The project staff let the project be a choice for teachers. The teachers were not chosen for the project by the principal. There was no coercion.

## 4) PERSONAL/PROFESSIONAL GAIN

Many of the practitioners interviewed in this study said that, as a result of their participation in the project, they realized personal and/or professional rewards. The personal rewards achieved by practitioners varied from changes in attitudes or ways of behaving to increased satisfaction. The professional gains noted by practitioners varied from the money, status and recognition received to career advancement and change. The personal and professional gains or rewards were seen by the practitioners and the Principal Investigators as encouraging and sustaining practitioner participation. The following comments were made by practitioners and reflect the personal or professional gains they perceived themselves to reap as a result of their participation in projects.

> I learned to appreciate what I was doing more. I began to see myself as a creative teacher. I have been a teacher for fourteen years and I am a good teacher. This project gave me support and validation for what I was already doing. I learned to label and categorize my techniques. It was an opportunity for instructors to share ideas which we do not ordinarily have. I learned a lot about my style of teaching. I teach what I value. I think that what one teaches is a projection of one's values. The project helped me to clarify what my values are. It game me some strategies on how to approach a problem, define it, find resources and solve it. The role playing was very practical. I did not, however, enjoy academic theory. The brainstorming, problem solving sequence enabled me to get clear on my own career goal of doing private consulting work.

> This program gave me the chance to have contact with stimulating people outside of the school district. I met people from all over the country who shared ideas, gave me feedback, and talked about what they were doing. My enthusiasm for my work grew. I was able to implement new techniques and ideas. I started to look at children differently. I really focused my attention on them. As I kept my journal my entire awareness of what children were doing increased, as well as who they were, which enabled me to be more sensitive to their needs. As the atmosphere in the classroom loosened and became more relaxed, the children formed a close-knit group. The space in the room increased. There were more kinds of materials available and there was now space for an individual child to go off to a corner of the room alone. The children's feelings about themselves were better and they also felt better about the school. These improvements affected me in positive ways and I found my work more enjoyable and rewarding. This project was an opportunity to learn. It was new energy coming in. I liked it. I will continue to implement some of these techniques.

I was originally a first grade teacher and became director of the program. Involvement in the project caused me to return to school to receive an M.A. and continue professional training. It has motivated me to learn and to continue to open vistas in the field.

Participation gave me the opportunity to develop further directions in my own research and to extend my understanding through contact with experts in the field. I have been associated with major advances in the field and am working with influential professionals.

Involvement in this project caused a turning point in my professional career. I earned a great deal of recognition nationally because of the work and it has allowed me to develop my own area of interest and pursue it...it has stimulated my own growth professionally.

I have written a lot for their publications. We have received national recognition for what we are doing because of this. This attention and visibility has motivated us. Another by-product of this attention is that it has made those in our service area such as the Board of Education, teachers and administrators more aware and appreciative of what you are doing and therefore of what they have in their own backyard. Also, people come from all over the country to visit. This has meant increased local commitment to the project including moral and financial support.

Professionally - I have been asked by other organizations to be present at tconferences because of my involvement in this project. There is also more recognition by state people as someone who has expertise. I am more prominent. My reputation is growing.

Personally - more personal satisfaction because of all this attention and validation. I feel that I am doing something valuable. I feel appreciated.

I have been helped through some frustrating times when I was thinking "Is it worth it?" by people calling and asking me for help, etc.

My image of what I could be and what I could do had been very limited. The Teacher's Center Exchange was very instrumental in helping me

> to expand my image of myself through their support and encouragement.

> My individual ideas have changed by my participation. However, by basic commitment to teacher centering was reinforced and strengthened. I had always ahd the concept of teacher centering as an approach to staff development but for awhile it was a lonely battle.

Comments of Principal Investigators

The Principal Investigators mentioned that several different types of personal gains or rewards motivated practitioners to become involved in projects. The following quotations by Principal Investigaros provide examples of their views and note the various personal rewards provided by Far West Laboratory projects.

> The three people who developed the validation process wanted to make sure their contributions were kept, recognized and that they got credit for their creations.

> They get their ideas used and become part of an inner circle that they see as important for them. They get visability with the funding agency because the Principal Investigator purposefully credits their ideas. They get to work with a Principal Investigator who has a lot of contacts.

> Working with the project gives practitioners power in working with networks and influence over the direction of networks.

> An honorarium of $100 per person last year was given to participating teachers. Extension credit is also given for credit toward degree or higher pay from the district. Some teachers volunteer, some are volunteered. This makes a difference. One is self-motivated and interested and the other, though not openly hositle, has more narrow limits of participation. The willingness to participate can change depending upon teachers' expectations with regard to what they will get out of the project for themselves and their classroom.

> The main reasons practitioners (teachers) became involved are the principal's recognition and the support given to their own interest in their classroom. And their own interest in interaction with another adult about what goes on in their elementary school classroom. They liked being "involved in research." They want to become involved with other adults in relation to their professional work. They desire self-knowledge. They also want to do a better job with helping the children learn who are not doing so well in school.
>
> They were flattered to be asked - curious about what people at Far West Laboratory do.
>
> Teachers had a trip to San Francisco. They felt an increase in status when asked to participate. TV has a big influence on their students and thus its impact and the project impact was important to them.
>
> Parents were given $100 per day and a trip to San Francisco. One parent visited friends in San Francisco. They were flattered to be asked.
>
> For consultants the project deals with their professional content area and participation gives them recognition. The $100 was not an initial incentive. The $100 was what sustained their participation.

## 5) PERCEIVED IMPACT/GAINS FOR SIGNIFICANT OTHERS

The analysis of practitioner interviews showed that practitioners were encouraged to participate in field-based RDD&I projects when they believed that the project and/or their involvement in it would benefit people they wanted to help or further a cause in which they believed. The practitioner interviews reveal that this belief served both to motivate and sustain practitioner participation.

It should be understood that this category of motivators may, in part, be related to Personal Interest or Belief in the Project's Purpose or Notion. The direct purpose of several of the projects studied for this report is to serve certain classes of clients. It may be, therefore, be that the practitioners who said their participation in these projects was reinforced by the project's purpose understood that the purpose included achieving gains for significant others. However, there is a difference between the intended purpose of a project and the perceived impact of it. It is for this reason that the present category was created. The following quotes by practitioners provide examples of comments that address the project's impact or achievements on behalf of people or causes perceived as important by the practitioner.

> The class was so difficult and so large that I was willing to do anything and the reduction of the class size was a big motivator. Then watching the dynamic effect on the kids and all the wonderful things that they could do, seeing their progress, having increased time for parent contact and that I could give parents positive feedback instead of only dealing with them around problems of crisis was very inspiring to me.

> The smaller class size enabled me to broaden the horizons of the children by providing them with enriched programs. For example, I extended creative writing, library work, reading and sharing of ideas. I was able to teach math in greater depth. In fact, there was more in-depth work in all areas and because of this the children became more involved with their work. There was more creative play. Thus, because of the decrease in number of children, the curriculum became much richer. Children's motivation increased because they did not get angry or discouraged having to wait for help or attention.

> The project gave me different ways of looking at how to get students involved in real-life learning situations and different ways that you can learn from those situations. I saw how one's approach might differ based on what you want to learn and also how you most effectively learn.

> I contributed because I was knowledgeable about Oakland city resources and had extensive experience with youth in the past and was able to share my expertise in that area. I was able to bring students in direct contact with helpful resources in the city as a result.

> I requested and received materials on Oregon's women administrators program. I sent material to my state legislators, who needed information on women's equity.

> The information which I received through participation was useful and was sent on to other people in the state involved in women's equity.

> My schools had voiced certain needs which I then voiced to the staff of Materials Support Center. They developed materials to meet that need and they have been disseminated to other school districts as well.

## Comments of Principal Investigators

Several Principal Investigators mentioned that practitoners were motivated to participate in a project because they could, thereby, make a positive impact on the lives of other people. The following quotes by Principal Investigators are examples of that view.

> The reward is intrinsic - seeing children change, increase their motivation, score cognitive gains, interact positively with peers, excitement about going to school. This rubs off on parents. Parents become supportive and this sustains children. One parent transferred her child into our school and saw marked change in the child. The cognitive gains of students reinforce the teachers and change student attitudes about themselves and their behavior.

> Their commitment to this as an educational practice that they believe is good for students. Other teachers and administrators without the commitment simply withdraw from the program.

An analysis of the interviews held with project practitioners revealed several factors that seem to be responsible for discouraging, inhibiting or punishing the involvement of practioners. The following section will list and define the factors that were seen to retard practitioner participation and illustrate each factor by providing representative quotes from the interviews.

The factors mentioned by the practitioners as being responsible for inhibiting, punishing, or discouraging their project participation fall into the following categories:

1) Violation of Practitioner's Expectations
2) Insufficient Time and Energy or Conflict with Other Work Tasks

## Violation of Practitioner's Expectations

Several practitioners stated that the project's goals or methods for achieving them did not, in fact, coincide with what they were told and led to believe. Whereas these practitioners may have initially looked forward to participating in project activities, they found themselves losing interest when, after several months, the project did not provide the anticipated services, products, or opportunities to become involved. The following quotes from the interviews with practitioners provide examples of statements that reflect this violation of expectations.

> I was teaching a very large class and orginally under the impression that the Far West Laboratory staff would assist me in the classroom and lift some of the teaching burden. This did not turn out to be the case.

> I was disappointed in the level of participation. Though I enjoyed talking to people from all over the nation and liked exchanging information with

> them, I felt that my contribution and time on the problem was wasted. My ideas were not considered (my group's). The Far West Laboratory project had decided all these questions in advance. I received no feedback. I was willing to participate extensively and wasn't given the chance.

> Participation has been confusing. Originally I was led to believe that my region or network would have more input in determining the model plans that were drawn up. Instead I felt that the Lab staff drew up the plans and gave me the choice of accepting or not accepting without considering feelings about the plan.

> I want very much to participate more but have not been asked. Not being asked to participate has been the major factor in my lack of participation. I am still looking forward to participation and exchanging views with others in the field. I am still waiting for information from the first meeting.

> I had hoped that it would give me an idea of very specific steps to follow in writing a proposal. A lot of excellent material was presented there but I was not able to apply the principles being taught because I did not have a proposal in mind or have the experience of ever having written a proposal before. The staff critiqued proposals if you had something developed. As I did not I was unable to benefit from this. I guess I could use the books to hammer out a rough proposal but it is all more nebulous than I had hoped for. The materials did not arrive on time so that I did not have the opportunity to look at them and I had no ideas or preparation for the workshop. My level of experience with proposals was so low that it was difficult for me to understand what was going on. I was sitting next to some women who had written two proposals and felt the opposite.

## Insufficient Time/Energy or Conflict with Other Work Tasks

A number of practitioners stated, in their interview, that they did not have enough time or energy to participate in the project to the extent they wished. Many of these practitioners, nevertheless, were motivated to participate and found ways to do so. The following quotes provide examples of the statements made by practitioners during the interview.

The quotes address the practitioner's thoughts about the time and energy needed to participate in project activities.

> To do this over an extended period of time would burn out most professionals because of the intense kind of interaction with people required.
>
> My time constraints were a hindrance to my participation because of my own commitments as a student. It was the third quarter and I was tired. It was hard to coordinate everyone's schedules and find time for meetings.
>
> The time to really sit down and pay attention to all the things mailed to me, the many handouts, was very tight. I found it difficult to keep up to date.
>
> Participation has caused personal "burn out," but I felt that it was worthwhile for my project staff and myself.
>
> I was hindered by the limit of resources in time and energy. I was 50% time on another job and the time and the project was quite demanding. I was motivated by the experience of pursuing research and developing new concepts.
>
> I was hindered by amount of time I had to devote to role as Board member and many other time commitments.
>
> Personally and professionally it was a hardship due to the timelines, having to work weekends and nights, but it was worth it for the new experiences. Also I was able to use the project with this particular type of research team as the topic for my Ph.D. dissertation.
>
> The biggest hinderance to participation has been my current overload on present job.

## SUMMARY OF PERCEIVED EFFECTS OF PARTICIPATION

The interviews with P.I.s and practitioners contain logical and commonsense advice for understanding participatory activities. Attitudes vary. Some P.I.s see participatory RDD&I as an unnecessary frill that can significantly slow down or alter important educational work. Others see it as a most important and necessary component of research that ensures relevancy and enhances commitment. Most P.I.s feel that participation is important to RDD&I but they vary in their beliefs about the extent that participation should be part of their project and in the skills and knowledge that would lead to successful participatory experiences. Practitioners almost universally feel that the more chances they have to participate the better the RDD&I product will look. Two drawbacks to participation expressed by practitioners were time and lack of impact. Some felt hard pressed to add participation in RDD&I to an already full work schedule. Others felt that their participation did not have the effect on outcome they had hoped or expected.

As the authors analyzed the interviews certain messages became clear that could help guide future participatory RDD&I activities. These messages are presented in as brief a form as possible. They are the author's condensation of sections 1 and 2 of this chapter. Readers are invited to reread those sections and draw their own conclusions.

Message 1 For participatory RDD&I to be successful the practitioners must feel that they are making an impact on something (project thrust, child outcome, classroom climate, etc.) and that in some way they personally gain (recognition, personal satisfaction, growth in profession, etc.) from their participation.

Message 2 The most enthusiastic participants in the RDD&I programs were those who, in addition to making a contribution to the field, realized personal and professional rewards.

Message 3 A personal belief or interest in the project's purpose by participants can be a strong factor motivating and prolonging participatory activity.

Message 4 Participants were encouraged to participate in RDD&I projects when they believed that the project and their involvement in it would benefit people they wanted to help or further a cause in which they believed. Their participation was sustained when they judged that the project had a positive impact on the people or the cause.

Message 5 Participation in a project during its beginning stages, particularly in shaping activities, seems to contribute to sustained practitioner participation.

Message 6 Personal, informal relationships between practitioner and project staff inclines the practitioner to feel part of the RDD&I community and personally appreciated.

Message 7 The personal beliefs the Project Director and key change agents have toward participatory RDD&I at the onset of project activities color and direct all subsequent participatory activities. They define the initial parameters of participation and influence the quality and quantity of participation.

Message 8 The orientation of the host institution and funding agency toward participatory RDD&I influences participatory activities.

Message 9 Of all the participatory functions participatory decision making seems to be the function that generates the most apprehension and conflict between project staff and participants.

Message 10 Participation was inhibited when projects violated the practitioner's expectations (didn't carry through on promises, didn't provide feedback, didn't follow suggestions, etc.) and when time was not set aside from other tasks for participation in RDD&I.

A logical ordering of events to ensure optimal participation follows. It seems that optimal participation in RDD&I comes when:

1) Key project staff are committed to the notion of participatory RDD&I.
2) The host institutions and funding agency share that commitment.
3) The participant is valued by project staff.
4) Participants value the purpose of the project.
5) Participants share in the early shaping of the project.
6) Participants are committed to serving the people or cause the project serves.
7) Sufficient time has been set aside for participation.
8) Personal relationships are established between practitioners and target staff.
9) Participants feel they have an impact on the project.
10) Participants assess the project as having a positive impact.
11) Participants feel that they have been rewarded personally or professionally as a result of their participation.
12) Participants' expectations have been met.

## CHAPTER SIX

## DEFINING AND CLASSIFYING RDD&I PARTICIPATORY ACTIVITIES

The purpose of this chapter is to define and classify participatory activities. The notion of producing a taxonomy of participation was initially seen as the appropriate work of this chapter. That notion was rejected. The taxonomic rigor of the biologists will not be found here. Participatory activities have been arranged and assigned to groups. The criteria for classification by group however are not agreed-upon and accepted diagnostic criteria similar to those used by biologists to assign an organism to a kingdom, phylum, division, etc. The logic of the authors, rather than diagnostic criteria accepted among educators, was used to classify, group and define participatory activities. This work should be seen as exploratory and hypothesis-generating. It is hoped that future work will lead to a taxonomy of participation.

Much of the work of this chapter deals with definitions. The study of participatory RDD&I is in its infancy. While conducting the interviews for this study the single most striking perception of the interviewers was the lack of agreement among those interviewed with regard to a working definition of the term "participation." There was no debate about definitions; but rather the assumption was made that a common definition was shared by most people. This lack of precision adds to the confusion surrounding participatory activities. Different people, defining participatory RDD&I differently, evaluate its worth and reach varying conclusions. A presentation of the various ways to define participation is seen as a needed first step in the study of participatory RDD&I.

### Action/Ownership

A perfect starting point for the work of this chapter is the dictionary definition of the term. The most general definition of "participate" according to Funk and Wagnalls[40] is "to take part or have a share in common with others." That definition contains two very interesting notions useful to understanding the various participatory RDD&I activities. The first notion, "to take part," assumes action. The second, to "have a share in common with others," assumes ownership.

Action definitions of participation can include no ownership at all. To "take part" can mean: to collect data for someone else, use of an educational product, engaging in a school evaluation, etc. Some people feel very comfortable with these nonownership definitions. Others feel that true participation must include ownership. Those people usually include in their definitions some sharing of power. To "share in common with others" could mean: selection of research questions, decisions about the particular form of intervention, a feeling of responsiblity for the product, etc. One of the major causes of friction uncovered among Principal Investigators and practitioners is the miscommunication of the extent to which ownership and action are expected of practitioners. Some people genuinely believe that they are participating or encouraging participation only to be shocked when confronted by someone whose definition of participation excludes their activity. Others who feel that they are not participating may find they have been more active than many who consider themselves participators. Communicative commerce among these people often breaks down because personal perceptions of participation do not permit another's definition to be considered.

Table 3 contains many of the activities gleaned from interviews with Principal Investigators and practitioners that were used as evidence of participation. This table separates the activities into action and ownership activities. With just a little creative effort the reader can generate combinations of action/ownership activities and create his/her own personal definition of participation. Clarity of what one means by participation seems crucial to the implementation of any participatory RDD&I project. Attention to action/ownership distinctions at the onset of participatory activity will certainly clarify communications.

Table 3

Reported Participatory Activities Grouped by Action & Ownership

| Action Activities | Ownership Activities |
|---|---|
| 1. Needs sensing | 1. Needs determination |
| 2. Identifying research questions | 2. Deciding research questions |
| 3. Policy advising | 3. Policy setting |
| 4. Materials critique | 4. Material selection |
| 5. Decision implementation & management | 5. Decision making |
| a. Use of materials | a) Use of materials |
| b. Conducting activities | b) Types of activities conducted |
| c. Following project design [model & method] | c) Project design [model & method] |
| d. Local implementation | d) Form of local implementation |
| e. Use of budget | e) Use of budget |
| 6. Model adoption | 6. Model adaptation |
| 7. External evaluation | 7. Internal evaluation |
| 8. Program Review | 8. Program Revision |
| 9. Brainstorming - creative | 9. Brainstorming - creative - formative |
| 10. Fact finding | 10. Use of fact finding missions |
| 11. Informal evaluation exchanges | 11. Use of informal evaluation exchange |
| 12. Use of services | 12. Selection of service |
| 13. Product testing | 13. Product selecting |
| 14. Conducting project tasks | 14. Delineation of project tasks |
| a. case studies | a. case studies |
| b. trainings | b. trainings |
| c. interviews | c. interviews |
| d. literature searches (etc.) | d. literature searches (etc.) |

Figure 4 contains examples of the range of activities of the ownership component of participation. Note that the first three levels in

Figure 4

NO PARTICIPANT OWNERSHIP

The Range of Participant Ownership

FULL PARTICIPANT OWNERSHIP

| Level -2 | Level -1 | Level 0 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|---|---|
| No ownership. Practitioners' views not valued. Participatory activities cosmetic, for show, for political reasons. | Conducting assigned activities. Being told how, when & where to do assigned tasks. No knowledge of purpose of tasks or plan of project. | Conducting assigned activities. Being told how, when & where to do a task and knowing the purpose of tasks and announced objectives of the project. | Major activities prescribed. Participation in planning the details of implementation. No impact on objectives or program purpose. | Advise, consult, critique, review program objectives and purpose. Deciding the how, when and where of project activities | Adaptation of RDD&I model. Modification of pre-set objectives to fit a particular setting or situation. Planning the implementation of the modification. | Creation of sub-unit objectives and tasks to be performed. Planning the process of implementing sub-unit objectives. Subcontracting RDD&I staff. | Co-develop program objectives, purpose and process with RDD&I staff. | Creation of original goals & objectives of the project. Hiring RDD&I staff to carry out a project or part of a project. |

the figure contain no ownership activities. They are included as part of the continuum because they represent the way some RDD&I is conducted. The last six levels in the figure contain examples of project ownership. This continuum was constructed to illustrate ownership only. It contains activities related to ownership, not perceptions of ownership. It does not deal, for example, with the fact that people at level 6 can and often do carry out RDD&I activities such as data collection, training, etc. We have found that perceived ownership varies from person to person. People at the same activity level on the ownership continuum may perceive their ownership differently. Some people take assignments that are given them as their own much more willingly than do others, and this could affect the quality of caring and personal investment a practitioner brings to any particular act listed on the range of participant ownership. For example, a given practitioner who is told how, when and where to do an assigned task to meet an announced objective can carry out the assignment in a careful and thorough manner that respects and fosters the announced objectives; or another practitioner can carry out the assignment half-heartedly and without care and respect for the purpose of the task.

These two practitioners will produce different qualities of services or products even though management treats the participants similarly. The difference in the outcomes is partly a product of the different quality of personal investment in the task made by the two practitioners. Although it is possible for a practitioner to be careful and thorough or careless and half-hearted when doing any of the activities listed along the continuum of participatory ownership, it is more likely, as Weikert [41] has pointed out, that practitioners will invest more care and thoroughness in activities they perceive they have created.

The study of the action component of participation should lead to decisions about optimal mix of action and ownership to enhance quality. It is possible, and likely, that the time spent on a project by a practitioner will involve the practitioner in more than one type of activity. For example, in any one week a practitioner might spend five hours participating in adapting pre-set objectives to fit a particular setting or situation, 10 hours participating in planning how, when and where tasks will be conducted to meet objectives and 20 hours doing an assigned task to meet the announced objectives.

Studying the amount of time spent by each practitioner in a project on different activities would help researchers understand the relationship between participation in various activities and the outcomes of the project. A record of time spent by each practitioner in various ownership and nonownership activities would create a profile that could be compared with dependent outcome variables. This could lead to judgements about optimal activity patterns for various types of participants.

## Evidence of Participation

In addition to action/ownership definitional confusions a second definitional issue was uncovered during the interview process that seemed to need clarification. That issue was lack of agreement as to what constituted evidence of participation. Varying perceptions of the essence of participation seem to be the key to this second major cause of friction. A distinction can be made between two very different perceptions of evidence of participation. One perception is personal. Some people define evidence of participation experientially: a personal investment, interest in outcome, responsibility for action, caring for work. Others equate evidence of participation with the existence of formal participatory vehicles. They see the participatory vehicles not as transportation to a destination but as the destination itself. If the formal participatory vehicles are present then participation is assumed to have happened. Communication among people holding these two different perceptions of participation often results in accusations and attacks revolving around issues like the following ones: "I call meetings and you don't come" (formal participatory vehicles). "Why should I go to meetings when nothing important ever happens at them" (experiential). Table 4 separates examples of personal participatory experiences from formal participatory vehicles.

Table 4

Two Forms of Evidence of Participation in RDD&I

| Personal Participatory Experiences | Formal Participatory Vehicles |
|---|---|
| Friendships | Parent conferences |
| Advice requested | Advocacy meetings |
| Common interest/needs/beliefs | Staff meetings |
| Shared perceptions or compatible attitudes/goals | Councils |
| Identification with the other person/clients | Review Boards |
| Interdependency | Elections |
| Daily conversation | Conferences |
| Affection | Feedback mechanisms |
| Interpersonal attachment | Annual meetings |
| Identification with cause/purpose | Need Sensing Committees |
| | Distribution of materials |
| | Call for papers, critiques |
| | Requests for questions, problems, complaints, etc. |

One of the interview questions posed to Principal Investigators asked what factors, formal or informal, were responsible for encouraging, motivating and sustaining practitioner influence and/or participation.

The answers to this question illuminate the interpersonal nature of the practitioner participation process. The answers also reinforce the notion that the presence of a participatory form should not be mistaken for the existence of participatory content. Some statements from P.I.s:

> The Policy Advisory Board emerged as a formal structure as a result of the project's informal engagement with resource people. A formal structure for encouraging participation must follow informal contacts. You must have information to develop a formal structure. Practitioners regard themselves as competent, independent and are proud. They have an internalized structure of knowledge. Premature attempts to involve them in a structure do not allow them to give their speeches and give their input. An important element of leadership behavior is to listen and draw out and not be in competition.
>
> Attitudes about and toward each other (project staff-practitioner) have been more important than formal/structural arrangements. The informal, personal attitudes and behaviors are the most important factors in encouraging practitioner influence/participation.
>
> The lack of formal structure and the ease of access to the project with its support and friendship encourage participation. The willingness to make this a network has been responsible for the trust that exists. Face-to-face visits, people being personally in touch with one another.
>
> The responsive process for facilitating learning is a major factor in getting practitioner participation. This is a formal process though it is handled informally. The process focuses on asset theory (participants have assets) and shared control with practitioners. It honors and values diverse perspectives and ways of doing things. These attitudes are demonstrated by the project leadership and staff and are the principles by which they work with each other.

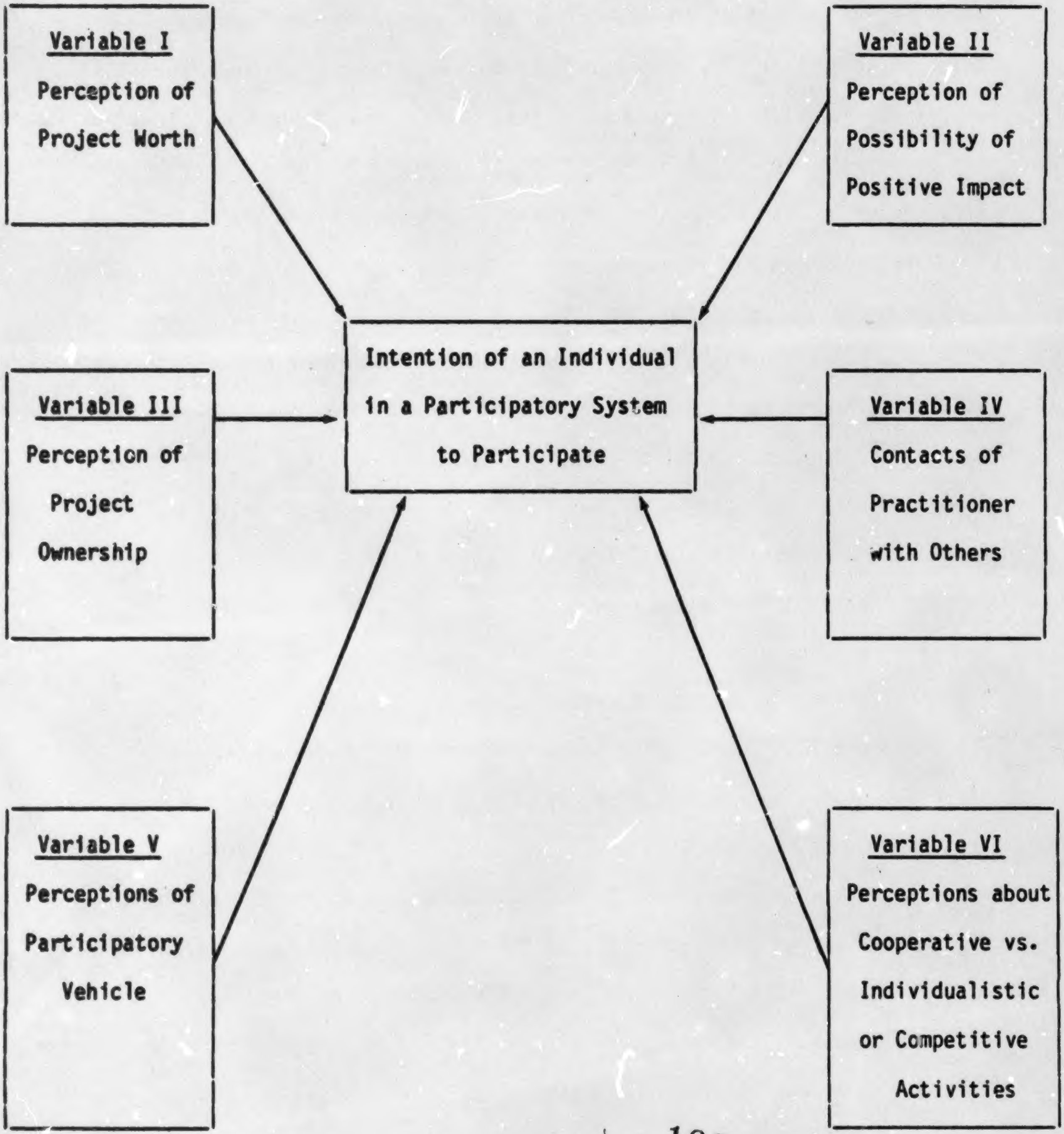
One Principal Investigator mentioned that s/he had attempted to offset the image of FWL as a large institution by sending informal notes to practitioners. It was clear from analysis of the interviews that the creation of formal participatory vehicles was not enough to ensure participation. Some practitioners felt that some of the vehicles even prevented participation by channeling participation into particular areas and by formalizing agenda that limited participation. Yet some researchers perceive that their only responsibility to participation is the creation of participatory structures. Others feel that if the structure is in place any personal action to push for participation would be contaminating a free-choice process and could unnecessarily pressure people who have every right not to participate.

## Quality of Participatory Activities

If a P.I. is afraid that the encouragement of participation on the part of practitioners, recipients of service and others might lead to confusion, extra work, loss of control of project thrust or contamination of a project process, then the intention of that P.I.'s participatory messages will be affected. These fears will lead to a far different participatory message than those emanating from someone without such fears. Similarly, practitioners who view putting time and energy into some new effort as their being taken advantage of, used or manipulated will participate in far different ways than practitioners who don't hold those views. The intention of the person giving participatory messages and taking participatory action seems to be a key to the quality of participatory activities. An analysis of how this intention is influenced led the authors to a plotting of many sources of influence. Figure 5 contains a graphic representation of some of the variables that influence the intention of participants to participate. This figure is based on information obtained from the project interviews and from the analysis of the literature.

Figure 5

Variables that Influence the Intention of Participants to Participate in RDD&I Activities


Variable I
Perception of Project Worth
Variable II
Perception of Possibility of Positive Impact
Intention of an Individual in a Participatory System to Participate
Variable III
Perception of Project Ownership
Variable IV
Contacts of Practitioner with Others
Variable V
Perceptions of Participatory Vehicle
Variable VI
Perceptions about Cooperative vs. Individualistic or Competitive Activities

## Variable I - Perception of Project Worth

Participation of practitioners is influenced by their perceptions of the worth of the project. If the practitioner feels that the project is very worthwhile s/he may participate actively even in spite of other barriers to participation. If people feel that a project is important intention to participate is often high. This estimate of worth is made at many levels. Participants might feel that the project is worthwhile personally, of value to the community or to clients, of value professionally or of general service to mankind. Usually personal and professional asperations are reflected in programs perceived to be of great worth.

## Variable 2 - Perception of Possibility of Positive Impact

A practitioner's intention to participate is also influenced by estimates about the expected impact of projects. Practitioners have felt that a particular project had great worth, important goals and sound objectives and yet held little hope for the success of that project. Statements such as "they will never get the School Board to agree to that" illustrate attitudes about possible impact. Some practitioners feel that projects might have an impact but they as individuals might not have an impact on a project. Others feel that projects might have local impact but no lasting long-range impact. Negative and positive perceptions of the local, professional and global impact of projects and the personal impact that one might have on a project influence the desire to participate.

## Variable 3 - Perception of Project Ownership

A practitioner's desire to participate is also influenced by an understanding of whose work is being done. This variable is related to variable 1 yet distinct from it. Can the practitioner call the work his or her own? Can the practitioner share in the project? Can the project have personal meaning for the practitioner? Is the practitioner more than a laborer in someone else's vineyard? The shift in perspective from doing someone's work to doing one's own increases the intention of practitioners to participate.

### Variable 4 - Contacts of Practitioners with Others

One very important area that affects the intention of practitioners toward participation in a project is contact with others. Is there perceived agreement among project staff, Project Director, educational colleagues, supervisors, professional groups, community, funding agents, personal friends and family about worth and impact of the project and about the value of participation?

### Variable 5 - Perceptions of Participatory Vehicles

Once engaged in the project does one's view of the formal vehicles established for participation incline one to continue participating? Are the participatory mechanisms seen as supportive and facilitative of participation or are they seen as thwarting participation? Doe the participatory vehicles make is easy or difficult for people to participate?

### Variable 6 - Perceptions about Cooperative vs. Individualistic or Competitive Activities

A very personal motivator that affects the intention of people to participate in projects is the view a person has toward cooperation. This variable is closely related to variable 3 and affected by all the other variables, yet people have varying inclinations toward cooperation, the sharing of power and individual vs. collective functioning. The degree that someone is willing to work with another and the degree of identification of one with others inclines one to close the classroom door or invite others inside. If practitioners feel they can do their best work alone and that "Too many cooks spoil the broth," then participation in cooperative ventures is less than appealing. This variable more than any of the others represents a world view that has a general effect on the practitioner's interaction with all human beings, groups and institutions.

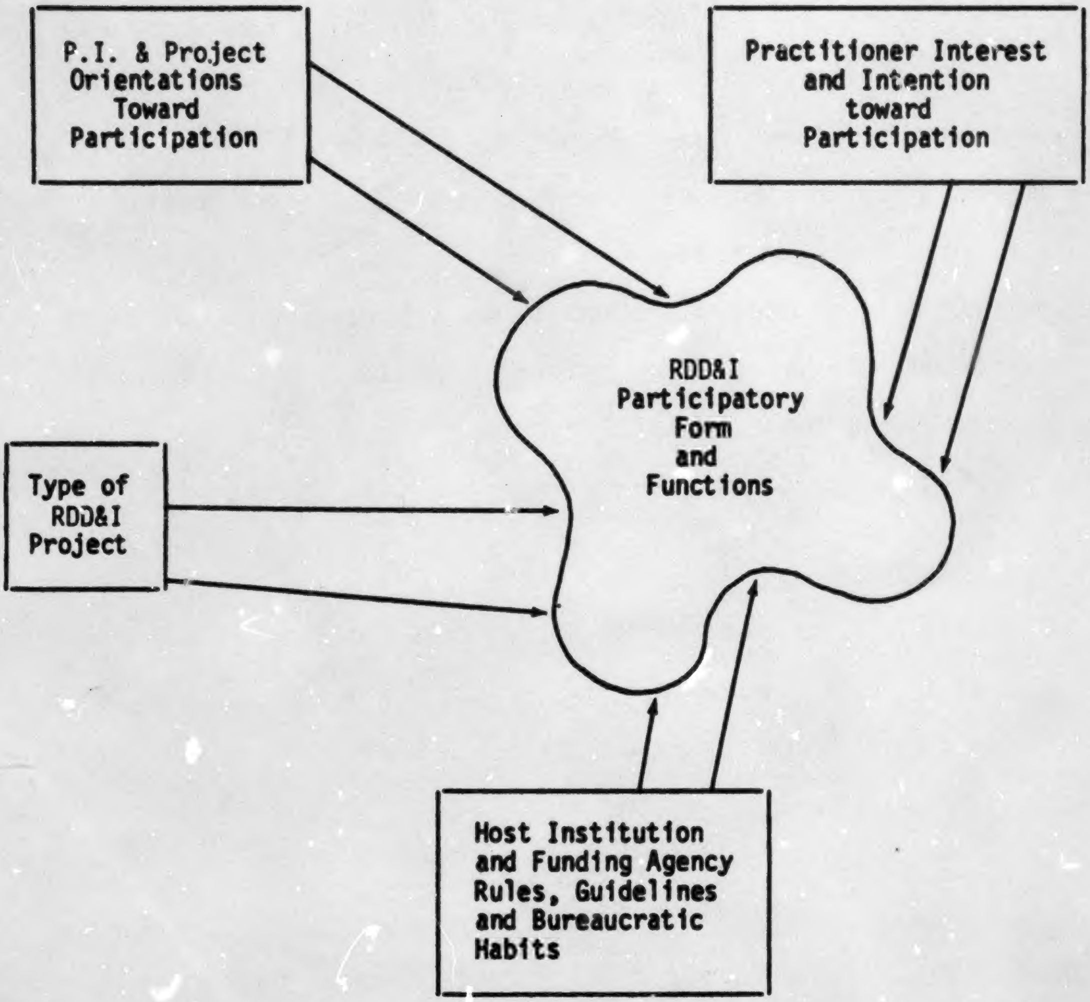
These six variables interact in interesting ways to influence the intention of individuals to participate in projects. For example, as resistant to change as variable 6 is, those perceptions can be changed by altering perceptions on one or more of the first five variable.

## Framing Participatory Functions

A final grouping of participatory variables includes the above-discussed variable (intention of the practitioner or, as it was called in Chapter Five, practitioner interest) along with other variables that have an interactive effect on the conduct of participatory RDD&I. Two additional powerful variables are: institutional guidelines and support; and orientation of the P.I. and project staff toward participation. One less salient variable that is also considered to affect the form participation will take but not the degree of participation is the type of project (R,D,D, or I). An example of how these variables might interact to frame the participatory nature of a project follows. Thousands of combinations could be generated. This example was created by the authors to represent an actual project experience and hopefully is illustrative of how participatory configurations are formed. The example has been simplified to illustrate only one set of interactions. Figure 6 presents

FIGURE 6

Variables that Interactively Frame Participatory RDD&I Functions


P.I. & Project Orientations Toward Participation
Practitioner Interest and Intention toward Participation
RDD&I Participatory Form and Functions
Type of RDD&I Project
Host Institution and Funding Agency Rules, Guidelines and Bureaucratic Habits

a graphic representation of how four participatory variables influence the form and function of participatory RDD&I. These variables establish the limits of participation and color all project activities. Some of the influences exerted by these variables are so subtle that they are not apparent yet they shape the form participation takes. For example if: 1) the P.I. feels that practitioners should decide how to implement a project but feels that s/he has the right and responsibility for defining project objectives and 2) the rules and regulations of the funding agency call for project goals, objectives and staffing to be finalized when the proposal is submitted and the agency has a short turn-around time and 3) the host institution does not encourage the participation of practitioners in proposal writing and 4) the practitioners have had little experience in participative RDD&I and see their role as completing tasks assigned to them in a project and 5) the project is a study of peer interaction in the classroom, then 1) no input from practitioners will be received prior to program implementation; 2) little friction will result from this situation because of similarity in interpretation of participatory role; 3) practitioners will be heavily involved in project implementation; and 4) research objectives will be decided upon by the P.I. and his/her staff.

If, however, the position of any one of the agents changed, for example if the funding agency required that practitioners participate in program design, then a ripple effect would take place influencing the orientation of the other agents and affecting the participatory nature of the project changing form and function. It is easy but unnecessary to create many examples to show this interactive effect. Suffice it to say that the form participatory RDD&I takes is susceptable to influences initiated by a number of different agents.

# CHAPTER SEVEN

# CONCLUSIONS

Many of the conclusions reached regarding participatory RDD&I have been presented in previous chapters. This brief chapter will restate some of those conclusions and present some additonal conclusions not presented earlier. The most obvious conclusion of this study is that P.I.s and project staff have great influence over the form participation will take. Once that form is settled upon, the practitioner has great influence over the quality of participation. Less obvious is the finding that if participants have a role in defining the form participation will take the probability is greater that their participation will be of a high and enduring quality. Even less obvious is the subtle yet powerful influence of host institutions and funding agents on the form participation in RDD&I will take. The implications of rules and regulations related to proposal development, contract specificity and budget priorities deserve future study. Institutional procedures could possibly be one of the major barriers to greater practitioner participation in RDD&I, particularly in the areas of proposal development and decision making. The specificity of accountability activity called for by most funding institutions demands not only a delineation of expected outcomes and major objectives but also the delineation of specific objectives, specific activities and a detailed accounting of how funds will be spent. This pre-project specificity leaves little room for alteration in project form while projects are in progress. That situation coupled with the habit of not including practitioners in the RDD&I process until funding takes place limits practitioner participation.

One encouraging finding was related to the power of P.I.s to influence project form. P.I.s who really believed in participatory RDD&I seemed to find ways to include practitioners in many of the RDD&I activities. These P.I.s seemed to influence not only their programs but also the thinking of other P.I.s at Far West Laboratory and the thinking of funding agents. The conviction of the P.I. and his/her staff that participation was important seemed to correlate with contented practitioners, i.e., practitioners who enjoyed and felt rewarded by participation. These few P.I.s seem to be altering traditional definitions of RDD&I by moving the "subject" into more of the "active" research activities. Participation was also greatly affected by the practitioner's belief in the purpose of the project as well as by his/her judgement of probable impact. Informal and personal participation seemed to facilitate practitioner interest as did perceived ownership.

Professional consultants were given a larger part in decision making than were on-line practitioners, and they were better paid. Decision making was the area that generated the most heated debate among P.I.s. Not being listened to, and not having time put aside from other work activities so that participatory RDD&I could be accomplished were two topics that practitioners most often complained about. Definitions of participation varied greatly and in a few cases formal participatory vehicles were confused with actual participation. It seems that varying definitions of participation among those assessing its value create an unnecessary confusion and often a troublesome research climate.

It is clear from the review of the literature that participatory RDD&I has great potential. It is clear from interviews with practitioners that they enthusiastically support participatory activity. It is equally clear that funding agencies and host institutions have not yet altered their grants and contracts procedures to encourage full-scale practitioner participation in RDD&I. This seems to be the case even when the agencies and institutions endorse the approach and encourage its use. P.I.s and project staff seem the most conflicted about the worth of participatory RDD&I. Most acknowledge its powers to strengthen local involvement and community commitment. Many see that it helps to make RDD&I more relevant and useful. Many feel it slows down the RDD&I process. Many are confused by conflicting voices and don't know how to use practitioner advice or who to select as participants. Some feel that participation blunts or contaminates the research process. A few feel that practitioner participation takes the power of projects out of the hands of trained researchers and scholars. Various orientations toward participatory RDD&I of the people influenced the tenor of participatory activities. Each participatory project looked unique. This uniqueness was due more to the expectations and sets of principal actors than to objective evaluations of the impact of participation.

The final conclusion drawn from this study has to do with the interactive effect of project staff, host institutions and practitioners. It seems that a catalyst for more or less participation interjected at at any point would influence participatory RDD&I function and form.

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